



EDUCATIONAL SUPPLEMENT
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Lots of local difficulties for the guardian of the purse strings

Mr Heseltine offered the House of Commons, last week, a preview of his plans for local government finance. He used the annual debate on the Rate Support Grant to expound his new "unitary" grants. These are aimed at making sure the grant system does not allow profligate authorities to stop up their claim on central government grants by boosting spending against national policy.

Mr Heseltine might well feel that it is putting his case rather negatively—but then, his Commons speech was also rather negative. Anyone who believes that the education service is suffering (and is about to suffer more) from stringent cuts, could be forgiven for taking the main burden of Mr Heseltine's oration negatively. But this is the issue on which for more than 60 years, debate on educational finance has turned: how can the central government distribute money to the local authorities in aid of the various services local authorities provide without (a) encouraging profligacy, or (b) destroying local democracy?

Why the fear of local government extravagance should so beset the jealous guardians of the national purse is not altogether clear—unless it be that having failed so conspicuously to control central spending, they assume the same inefficiency at the local level. But the fact remains that it was to defend local government from the perils of excess that Mr Macmillan's Government scrapped percentage grants and substituted the block grant, of which the Rate Support Grant is the current version. Now, it seems, the local worthies who preside over capitation grants and peripatetic music teachers must again be protected from this terrible temptation.

If stopping local extravagance is one concern of the financial reformers, protecting local democracy is another, and one not to be taken lightly. It is accepted that local authorities must have room in which to manoeuvre. If their money is tied up too tight, all policy has

to be made at the centre and local authorities become no more than agents. The block grant is intended to avoid this. Its prime attraction—which the new unitary grant shares—is that it limits the central government's liability without interfering directly with policy. Once it has been fixed, the Treasury can (in theory) leave authorities to make their own decisions; if they spend more than was bargained, they have to raise it out of the rates.

Unfortunately Rate Support Grant rules are such that the following year, the big spenders get a bit more from RSG, because the "needs" element in the distribution formula uses a regression analysis technique which (by implication) treats high spending as evidence of large needs. If some authorities make savings cuts in line with central government policy, while a few others (controlled by the opposition party at Westminster) do the exact opposite, the

tension in the system becomes impossible: the RSG seems to be rewarding rebels and punishing loyalists.

Mr Heseltine's remarks in the House last week deserve to be quoted with care because the subject is complicated: the new unitary grants (like the old RSG) will, he said, aim to enable local authorities to provide a comparable standard of service for a similar rate in the pound. They will "be sufficient to bridge the gap between expenditure and the product of a standard poundage on ratable resources". These standard rate poundages will be based on "the relationship between actual expenditure and an assessment of standard expenditure—that is, the expenditure which authorities with similar characteristics and similar circumstances would, on average, be likely to incur in providing a normal standard of services... a figure based on facts and not plucked from the air".

Mr Heseltine went on: "As actual expenditure increases above the level of standard expenditure, the standard rate poundage will also increase... But, more an authority spends above the level the greater the proportion of its expenditure it must raise from its own payers and the smaller the contribution from grant diverted from other authorities with lower expenditure."

In discussion with the local authorities association the Government will look at ways of establishing this standard rate of service for which grant should be paid. At first they will have to pay fairly in regard to what has actually been spent in the past—otherwise the effect of equalising cuts might be too horrible to contemplate—but it sounds as if, more and more, they will use norms developed by an accountancy exercise, which can be widely published for all to see. Everything depends on how vigorously this is pursued. It puts great power into the hands of the central government departments. "In practice," Mr Heseltine said, "I envisage a significant threshold at the level of standard expenditure beyond which grant support begins to taper off."

What is clear is that over a fairly short period of time the "tapering process" will apply strong pressure on authorities which are deemed to be seriously out of line. When this happens—and wherever it happens—education had better fasten its seat belt and prepare for turbulence ahead.

Of course, the unitary grants will be grants in aid of all local spending, not just education. They will not guarantee that any particular authority gets its fair share of resources, and answer whatever to the perennial complaints of Education Ministers that they are powerless to execute their policies. It offers nothing to the Secretary of State for Education, except a slap in the eye, for he will now have more obviously subordinate to the Secretary of State for the Environment, financial mechanism suited to a "public" system, locally administered, will be as elusive as ever.

NEWS

New attempt to save foreign students from fee rises

by Sarah Bayliss

The government agency responsible for funding thousands of overseas students—the Overseas Development Administration—has tried to get exemption from the new "full cost" fees.

It is understood that the ODA, which is part of the Foreign and Commonwealth Office, has asked the DES for its students to be treated as if they were British. They would thereby sidestep the Government's instruction to all universities and colleges that, from October, foreign students must be charged the full economic cost of their courses.

DES sources say that there is no prospect of the fees policy being relaxed for ODA students who, this year and last, numbered between 12,000 and 14,000.

The DES has not budgeted for any such relaxation. Indeed the Government has said it will make a saving by ceasing to subsidize all foreign students. It aims to deduct 13 per cent from the universities' income by 1983 on the basis that 13 per cent of all students are from overseas.

Dr Rhodes Boyson, the education minister responsible for higher education, told the TES he saw "no future" in moves to make some Third World students exempt from the new high fees. "We shouldn't make the savings we've planned if we start mucking about like this," he said.

The ODA's total budget for aid to developing countries was announced in the Government's Ex-

penditure White Paper last year and is set at £782m for 1980-81, compared with £790m for 1979-80. But the proportion to be spent on education has not been determined yet.

That hangs largely on several internal reviews being carried out by a Cabinet Office review into British aid policy. The ODA was firmly downgraded and cut by the Government last year, and is now a shadow of its former self—the Overseas Development Administration which Judith Hart led under the previous Labour Government. It is no longer a separate ministry and has had its independent budget removed.

The reviews are not expected to put training—of which foreign students in Britain is a part—at the top of the priorities list. British training is considered an increasingly expensive form of aid to developing countries.

Judith Hart's ministry gave priority to the 24 poorest countries in the world, a policy which has been criticized for being too inflexible. It is now being said in development circles that the Foreign Office will give priority to countries which are politically sensitive and significant to Britain.

ODA's education budget this year is £20m; more than 14,000 students were funded last year on £15m. It is understood that to keep up commitments to existing students the ODA needs an extra £6 million. With this pressure and the need to decide how many new students can be afforded on the new higher

fees from October, the ODA seems to be leaving the announcement of its education budget dangerously late.

Last summer the British Council, which organizes most of the ODA students, was warned by ODA that new students might be cut by 50 per cent this year.

The new recommended minimum fees for overseas students are £2,000 for an arts course, £3,000 for a science course and £5,000 per annum for medicine, dentistry and veterinary science courses. Polytechnics will have to charge more—£3,300 for an advanced course based in a laboratory or workshop.

Current fees for foreign students are £1,250 for a postgraduate student and £540 for an undergraduate course. Tory MPs against the Government's proposed rises in overseas students' tuition fees is floundering for lack of support.

An Early Day motion put down by Conservative MPs criticizes the government's fee policy, which, they say, will be economically damaging for Britain and will cut into question her traditional respect for culture and civilization. But, although the motion has now appeared seven times on the Commons order paper, only 27 MPs have signed it.

Of the 20 MPs who have added their names to the motion, only six are Conservatives. Eight are Labour and six are Liberals. Among the original signatories were Mr Peter Bottomley (Greenwich and Woolwich West) and Mr Nicholas Scott (Kensington and Chelsea)—THES

Extend central funding to include polys, MPs told

by Biddy Passmore

The University Grants Committee could be extended to form a single funding body for all higher education institutions, Dr Edward Parkes, the UGC chairman, told the Select Committee on Education on Wednesday. It would include universities and polytechnics and a few other bodies.

Dr Parkes said he would favour such a development provided that the separate nature of the institutions was recognized. Polytechnics must not simply turn themselves into universities.

Dr Parkes gave this as a possible solution to the Select Committee's lack of information about higher education plans in the public sector. "We know very little of your thinking on the other side of the binary line," he said.

Although there was already a

good deal of collaboration between the two sectors at institutional level, there was no formal machinery at national level. It was no longer efficient to think separately of the two halves of higher education.

Speaking of the UGC's changing role in the coming years of level funding, Dr Parkes said the committee would have to be "rather more dirigiste" than in the past. This "dirigisme" would probably take the form of more detailed discussions with individual universities to discuss how the grant might be used.

Dr Parkes said that the question of taking the Open University onto the UGC's grant list had now reached the stage of "formal and detailed consideration". It was likely it would join, he said.

Teacher shortage figures 'give half the story'

Claims by the education minister Dr Rhodes Boyson that large numbers of school teachers trained in shortage subjects were not teaching those subjects gave only half the story.

Dr Boyson told Parliament that one third of the secondary teachers trained to teach maths were not teaching the subject. "If mathematics were not taught, it would be a disaster," he claimed.

This, it seems, is largely a quirk of the way the DES collect the figures. Teachers can be recorded as qualified to teach several subjects. If a physics teacher, for instance, was also qualified to teach a subsidiary subject he is recorded as a qualified teacher for both subjects, though he may be teaching only physics, another shortage subject.

Walk-out after nursery teacher is suspended

Thousands of children were sent home from school on Wednesday when more than 2,000 Nottinghamshire teachers went on strike to attend a protest meeting over the suspension of a nursery school teacher (pictured above).

In Ealing, 24 hours earlier, it was a similar story as more than 400 teachers took strike action and attended a meeting to protest over the proposed sale of a comprehensive school to the Church of England.

In Nottinghamshire, where the action was in support of Mrs Elton Croble's refusal to supervise her nursery unit of 40 children after losing one of her two full-time helpers, the strike action by mem-

bers of the National Union of Teachers could intensify. A ballot is being conducted among the 2,500 NUT members in Nottingham and South Notts asking them if they will support further strike action in support of Mrs Croble. The result is expected on Monday but early returns show that teachers are prepared to back more industrial action.

In Ealing, strike action on Tuesday was over the authority's plan to sell Twyford School, a comprehensive school with 662 pupils serving a multi-ethnic community, to the Church of England. All NUT members in secondary schools and at least one member from each junior and middle school was asked to join the half-day strike.

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Comment

Clegg's flying circus of job evaluation

Nobody ever said job evaluation was easy. And those who believe it can be scientific are in a minority. All the same, the teachers have every reason to be critical of the Clegg Commission. Using a scheme devised by Inbicon, a firm of management consultants, Professor Clegg has been presiding over a "marking" exercise, beside which the judging of Olympic ice-skating or Come Dancing looks like a model of scientific measurement. Teachers, it seems, came out fairly high in the rank order of occupations which emerged from the judging exercises. But when the Commissioners looked at the salaries of the external jobs which were ranked above and below teaching posts there were wide variations. The implication that teachers' pay was out of line was clear. But so, too, was the evidence that the judges thought that the pay of many of those with whom comparisons were being made was also out of line. And if this was so, where did it leave a comparability exercise? Somewhere in the region of square one.

It is clear that the Commissioners are treading gingerly across a minefield. They have to work things out as they go along, and in the process, unhappily, serve as guinea pigs in the process. Of course, the Inbicon study was not the only yardstick for them to use. Professor Clegg must have realised that many observers would regard it as absurdly subjective.

As a method of establishing appropriate salary comparisons it raises as many questions as it answers about the proper relationship between all the varied social and economic pressures which come together to fix wages. When salary throughout the rest

of the labour market are not settled by anything as philosophically sophisticated as the moral notion of "the just wage", the quest for fairness in a comparability exercise cannot fail to expose anomalies elsewhere.

But here, again, it would do Professor Clegg and his colleagues an injustice to suggest that they are unaware of these expressions of the obvious. At the time of the preliminary day they have to come up with a fairly crude, percentage changes in teachers' salaries, or levels somewhere between what the teachers are demanding, and what their employers would prefer to offer. The elaborate exercises so far conducted have had more to do with trying to find a rationale acceptable to employers and employees, as the basis of an award by the Commission, than the pursuit of absolute justice.

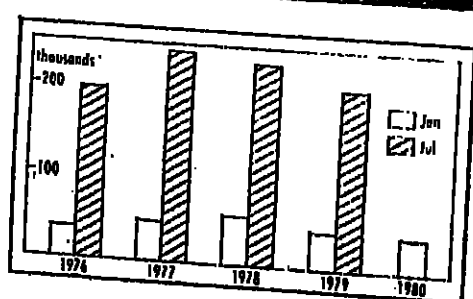
There will, of course, be plenty of teacher critics who are quick to claim that what has wrecked the present exercise is the realisation that it threatened to be too favourable to the teachers. But no such conspiratorial view is necessary to explain a flaw which arises directly from the use of techniques which are still in their infancy. It was always recognised that difficulties such as these could arise.

Now the Commissioners are reduced to more humdrum activities like visiting schools. It is even whispered that they will soon have to start reading evidence submitted by interested parties. Where will it all end? At arbitration?

Waiting for work

The latest unemployment figures show that the number of school-leavers without jobs is marginally smaller than a year ago. When the age break-down for January appears in a month or two it will probably show a broadly similar picture for the later-18s ment reckon that the trend is upwards. At 112,359 in Great Britain rose by 1,123 between December 1979 and January 1980, while all vacancies fell by 18,388 (to 164,626). During the same period the change in the number of vacancies notified to careers offices dropped by a somewhat higher percentage, from 21,281 to 19,147.

There is a strong tendency for youth unemployment to rise and fall with unemployment generally, so if the conventional wisdom



Unemployed school leavers: GB

is correct the welcome remission of the past two years looks like coming to an end. But the Government's policies will directly affect the figure for unemployed under-18s, would be some 95,000 higher but for the Youth Opportunity Programme, YOP has so far been largely protected from cuts. If this were to change, the result would quickly be seen in the youth unemployment figures.

Behind the bland statistical trends are important regional and social differences. Among these is the striking contrast between North and South. Compared with some high unemployment areas on Merseyside and in the North-east, the South-east remains affluent, with vacancies which nobody wants to take up.

Much of the evidence on how these relative differences affect young people is anecdotal. Previous research has suggested a fairly close connection between school attainment and job prospects, with the least running into most difficulties. Now (page 8) it is being suggested that this may be so where something closer to civilisation suggests that in some areas large numbers of unemployed young people may not register, with the careers service living in the shadows rather than take an unacceptable job. Where this happens, of course, the official statistics only tell half the story.

Parliament is being asked to change the Supplementary Benefit rules so that young people leaving school in the summer will become eligible for welfare payments until September. This could well affect the level of registration by the time the July count is made and invalidate direct comparison with previous years.

Doors close on school building

School building plans are going to be directly affected by the changes which the Government is planning for the control of the local government capital programme. In future, local authorities will receive a cap on allocation covering housing, education, transport, social services, and the rest. But they will be separately allocated local authority will be able to choose their own priorities and switch money from one service to another at their discretion.

This is bound to have major consequences for both education departments in a local authority for the Department of Education and Social Services, which at this stage are easy to foresee. All parties pay lip service to the autonomy of local government. But the proposals are also directly linked to the search for economy and may be the prelude to further cuts in educational building and in the staffing of the DES Architect and Building Branch. On the other hand, given more discretionary responsibility to local authorities does not lessen the need for the DES to be able to give authoritative guidance and advice to be able to deploy expert staff to change plans, it would be easier to do it with equanimity.

Now Mr Carlisle will respond to the further attenuation of the DES role remains to be discovered—his predecessors, including his own, have always regarded the building programme as the most important task among the most important tasks. There is a direct clash between the local government interest—now espoused by Mr Heseltine and Mrs Thatcher—and the interest of the education service like education which local authorities have to administer. Mr Carlisle has important national policies to pursue. Every victory for local government lobby makes it harder for him to achieve them.

No comment

The obscene publications of today are likely to be the school textbooks of tomorrow. Lord Wigoder warns debate on obscenity and film censorship on January 15.

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NEWS

Union to leave caning a matter for conscience after poll rejects ban

by Richard Garner

The executive of the National Union of Teachers is to continue to leave the question of discipline in schools to the judgment of teachers after only 10 per cent of the branches who returned its questionnaire on corporal punishment called for its abolition.

The indications are that the National Association of Head Teachers, which also mounted a survey and received replies from 5,000 schools, will also vote in favour of retaining corporal punishment when its results are published in about two months' time.

Only a third of the NUT's divisions and associations replied to the questionnaire sent out last year, after the Inner London Education Authority voted to ban the cane.

Of the 246 associations that did reply, the overwhelming majority—80 per cent—voted for the status quo. Half of those that replied supported the use of the cane for some children, while only 10 per cent wanted its complete abolition.

However, 95 out of 111 or 85 per cent of the 136 associations—opposed the use of corporal punishment on handicapped children.

More associations favoured its use for punishing boys than girls (106:83). More believed it should be used on pupils aged between 11 and 16 than those between 16 and 19 (102:68). Only 26 associations supported its use in special schools, 36 in nursery schools (where nine specified it should be restricted to a slap or a tap) and 56 in infants' schools.

Support for a complete ban on corporal punishment tended to come from inner city rather than from rural areas, with Manchester and nine of the eleven inner London areas wanting complete abolition.

The NUT believes the question of corporal punishment is tied up with

resources: teachers have to resort to the use of such a deterrent because there are not enough alternative facilities—such as special schools—available.

The findings of the survey have been criticized by STOPP, the Society of Teachers Opposed to Physical Punishment, who claim the questionnaire was biased in favour of securing an anti-abolition vote. They believe that, since the question of corporal punishment was linked with resources—it was bound to attract a vote in favour of the status quo as teachers realize that resources could not be improved in the present economic climate.

They also claim that the returns from three associations—Bradford, Birmingham and Hounslow—should be declared null and void because the questionnaire was either altered in favour of an anti-abolition vote or ignored.

However, leaders of both Bradford and Hounslow NUT associations argue that the only changes they made were merely to improve upon a long and wordy questionnaire. In Birmingham, where STOPP claims the questionnaire was ignored, Mr Tony Miller, the association's press officer, said he was "confused and bewildered" by the claim as a representative of the society had addressed a meeting and copies of the questionnaire had been sent to all schools.

The NAHT survey is expected to endorse the view that corporal punishment should be left to the discretion of the head in consultation with his staff. However, heads oppose the making of blanket decisions on such issues by local education authorities.

The results of the survey are at present being analysed by a computer and are expected to be made known in about eight weeks.

Corporal punishment is not dying out, report says

Claims that corporal punishment is dying out in schools are a myth, the Society of Teachers Opposed to Physical Punishment says in a report published this week.

Some teachers, the report, still believe corporal punishment is justified in cases of bullying, lying, disobedience, disruptive behaviour and poor work. The society was told of at least one case of indiscriminate and callous punishment every week during the past year.

These include three court cases where: (1) a teacher was fined for assaulting a boy whose hair came away from the scalp as he shook him from side to side; (2) a headmaster who beat children with a collection of implements, including a riding crop and a cane, inflicting wounds described as "appalling" by a doctor; (3) another teacher fined £40 after caning two boys—

one of whom had 13 welts on his back, some as long as 12 inches, after the beating.

Other cases include a headmistress who slipped four 16-year-olds for having the top buttons of their blouses undone, a headmistress who caned a seven-year-old epileptic child and a boy in Nottinghamshire who committed suicide after being told he would have to see his headmaster and feared he would be caned.

However, the report applauds four local education authorities—Haringey, Brent and Waltham Forest—which have voted during the past year to abolish corporal punishment.

It says: "They have given a lead to the nation, which should be followed by the remaining local education authorities."

Poly courses to be pruned

by Biddy Passmore

The Government is expected to send out a draft circular in the next few days advising local authorities and Regional Advisory Councils how to cut out waste in public sector higher education.

Under the new regime, many courses with only a few students will shut down and many staff could lose their jobs. And although this has not been explicitly stated, new polytechnic courses in areas of low priority such as the liberal arts are unlikely to find favour.

The circular will not recommend a radical new procedure for approving courses, as has been widely assumed. But it will ask L.E.A.s and Regional Advisory Councils to tighten up existing procedures and warn them that the Secretary of State—whose final power of course approval is usually exercised through the Regional Staff Inspectors—will be less flexible in future.

This will mean that the need for new and existing courses will be strictly reviewed. The regulations

say courses should be approved every year, but in practice this does not happen.

CLEA representatives were told at the changes 10 days ago at a hastily convened meeting with Dr Rhodes Boyson, Under Secretary of State.

The present approval procedure falls into two parts. Academic approval is a matter between the institution and the validating body, usually the Council for National Academic Awards. Resource approval is rather more complicated, with the institution having to submit its course proposal to the maintaining L.E.A., which forwards it to the Regional Advisory Council. The RAC then makes a recommendation to the Secretary of State and in practice the Regional Staff Inspectors have the final word.

The two strands are separate in theory, but an institution will normally consult the CNAA informally before referring plans to the maintaining authority for resource approval. The CNAA can and does

put pressure on the L.E.A. to say the course.

Many observers believe that real aim of the 1985 is to separate the course approval process into a national body, which would advise on the allocation of resources in public sector higher education. The idea was first proposed in the Oakes Report, became a victim of Mrs Thatcher's aversion to quangos. Now, however, education ministers are said to be coming round to the idea, even as a means of controlling expenditure and rationalizing provision.

Meanwhile, CLEA will probably push ahead with plans for a national body to advise on the distribution of resources. At a meeting last Thursday, members agreed on a series of proposals, including an advisory body, involving fees, and apply national criteria for distribution of resources.

CLEA is writing to the Secretary of State to inform him of its plan but will probably press ahead with its own if he is not encouraging.



The South Korean cellist, Myung-wha Chung, in rehearsal last week with the U.F.A. London School of Music Orchestra for a concert in the Festival Hall. The performance was conducted by his brother, Myung-wha Chung.

London takes lion's share of spending

by Lucy Hodges

Spending on secondary school pupils varies from as much as £551 for each student in Havering as little as £343 in Dudley, according to a survey published this week.

London pupils do particularly well, says the research which appears in this month's issue of *Education*, but this is because they live in such unfavourable socioeconomic conditions. The authors, Christina Howick and Habib Hassan, found high education spending in London associated with "inner city stress"—immigrants, population density, one-parent families and over-crowding.

Outside London, however, this was not the case. The three counties, for example, seemed to spend less on the less favoured.

The survey found that education spending in London was associated

with the political complexion of the authority. The league table shows Conservative boroughs at the bottom, Labour at the top and some overlap in the middle. Two exceptions were Labour Hillingdon, low spending and Conservative Harrow with the highest spending per pupil in the country.

In all L.E.A.s staff costs consume the lion's share of education budgets but outer London and the Inner London Education Authority spend far more than average on non-teaching staff. The ILEA spends more than two-and-a-half times the national average on teaching staff and a quarter times on non-teaching staff.

With the exception of three boroughs, London authorities were in the top 25 per cent of L.E.A.s spending. By contrast metropolitan

districts clustered at the bottom end of the league table, not because of the consistently low expenditure of Greater Manchester and the West Midlands, but because of the high costs of the conurbation.

The figures, which are based on statistics from the Census Bureau for Public Finance and Accounts, show there is a tendency for authorities which spend a lot on primary education to spend heavily on secondary as well.

This does not apply to Havering where primary spending is high but that on secondary schools equals the national average, because of very high transport costs at primary level.

CES Review, Centre for Educational Studies, 62 Chandos Road, London WC2.

Overseas aid in decline

by Hilary Wilce

Plans for its large-scale expansion have been abandoned, and although it will receive £147,000 a year till March 1982, a question mark hangs over it.

The Centre acts as the main British coordinating body to development education and also produces education materials. Seventy-five per cent of its budget comes from the development education fund, but it has been directed to look for alternative sources of support.

The education development fund was set up in 1976 by Mr Robert Prentice, then Labour's Minister of Development. In July 1978 Mrs Judith Hart, Development Minister at the time, then the Overseas Development Secretary, announced that the fund was to be more than trebled, from £150,000 to £500,000.

And in the present financial year, 1979-80, £750,000 was to be spent on encouraging development education.

The impetus for this boost came from a working party report of the Development Advisory Committee on about Third World issues was poor, it said, because teachers and their trainers had little awareness of the issues involved. Among the many recommendations were "pump" production of development teaching resources, and the introduction of a world dimension to all aspects of the curriculum.

It also recommended that development education should extend beyond the formal education system to groups such as trade unionists

and religious organizations.

To support these arguments it quoted a survey of public attitudes towards overseas development, education fund, which showed that hostile attitudes towards aid to poorer countries could be radically altered by the provision of basic facts and information.

The survey showed that attitudes towards aid policies had become more resentful and nationally introduced when compared to those in 1969. It also pointed out that policies go hand-in-hand with prejudices. Development education, the advisory committee felt, could make a contribution to harmonious devel-

opment of a multi-cultural society. Committee members are Mr Neil Munro, Minister of State for Overseas Development, and Mr David Gifford, Minister of State for Foreign and Commonwealth Affairs. At the end of the month, the decision to wind up the fund will be made. About £450,000 is to be spent on existing projects in the financial year, and this is to be shared £250,000 in 1981-2. Dame Margaret, chairwoman of the advisory committee, said: "Inward looking attitudes are ceasing. They were when we started. People are concerned about our economic plight. They realize we are fabulously rich, but compared to most of the world, we are poor. It is a difficult reality which will now be maintained."

An unpublished follow-up report by the advisory committee recommended that more intensive work be done in this field, and that a survey plan for teachers to be done in the Third World.

NEWS

Shortage subjects a key issue as nationwide recruitment campaign builds up pressure

Pay supplement urged to end shortages if recruitment flops

by Bert Lodge

Paying extra money to attract teachers to shortage subjects will have to be considered if the current recruiting campaign fails, a senior civil servant said on Tuesday.

Mr Roy Walker, head of the teachers branch at the DES, also questioned the wisdom of a single pay structure for all teachers, expressed a preference for regular retesting of teachers and reiterated Government confidence that there would be an adequate supply of teachers in the 1980s. He admitted that some time in the future the closure of more institutions was a possibility.

Speaking at a conference of senior teacher trainers organized by the lecturers' union, NATFHE, at the NUT's national conference centre near Grantham, Mr Walker said the country seemed set to overproduce teachers generally, but to underproduce in the particular. If the civil service or the Army or IBM found themselves failing to recruit staff they would go out and get them. There would be an effective advertising campaign and jobs would be guaranteed.

"The manager of IBM would say 'Pay them more' but our system cannot do that. Nevertheless unions, local authorities, and the DES are going to have to think very hard about this if we cannot get the situation of shortage subjects right."

There were precedents for differential payments, he pointed out. Medical doctors were paid more to go to sea with the Royal Navy. The national engineering school ship scheme offered £500 a year tax free to top students prepared to choose engineering. "We are surplus to higher education, and also to the research council, and help to meet the shortage," he said.

He questioned the convention of paying all teachers within a single pay structure. "Are we entirely happy with a totally undifferentiated qualified teacher scale?" he asked. "We must be about the only country in the world where a primary teacher is regarded as better than the same teacher as a secondary teacher."

Mr Walker said he was worried about the "missing generation" of teachers. Asked about the possible closure of yet more colleges he said it was related to course provision. It was obvious that physics for instance, was a dead duck in the colleges. "I do not exclude the possibility that in the next few years we may be discussing where certain subjects can best be provided."

Norman Lindop, director of Hatfield polytechnic, endorsed Mr Walker's enthusiasm for regular retesting of teachers. He compared it with the routine which is regular for the midwife profession.

Laurence Gifford, who is in charge of the recruitment campaign, said the establishment of a standing committee of teacher education in the public sector.



Newspaper campaign brings 1,600 inquiries

More than 1,600 inquiries were received at the Department of Education and Science in the first 10 days of the Government's campaign launched on January 6 to attract teachers to the shortage subjects.

The 19 insertions in national newspapers, spread over a month and costing £50,000 are aimed at three potential areas of recruitment: teachers already in post, teachers new to the profession, and teachers with other qualifications relevant to maths, the physical sciences, business studies and craft, design and technology.

Teachers accepted for the scheme, started three years ago, spend a year retraining to teach one of these subjects. Others, who are expected to have a degree in maths or science, or an HNC or HND in technical subjects or, in the case of business studies, good relevant experience, take a one-year course in how to teach the specialist.

All applicants except the newly-qualified must be at least 28-years-old and must not have taken a full-time course of higher or further education in the last five years.

A tax-free maintenance allowance, variable according to circumstances, but not less than £55 a week, is paid to successful non-teacher applicants. Additional allowances are claimable for dependants, lodging or travel, and some equipment.

Serving teachers may be seconded by their employing authority. Special grants made available from the Manpower Services Commission to local education authorities, who second teachers, are currently worth £5,300 a year.

A year ago teaching vacancies reported by local authorities were: mathematics, 463; physical sciences, 431; craft, design and technology, 294. To replace those teachers taking these subjects but without a qualification in them would need nearly 2,000 physical science teachers, 4,300 maths teachers and 2,200 craft teachers.

A booklet, *Training and retraining to teach* is available from the Information Division, DES, Elizabeth House, York Road, London, S.E.1.

Russian staff demoralized by plan to close departments

A plan to close up to 19 university departments will further demoralize school Russian teachers, says Mr. James Muckle, chairman of the Association of Teachers of Russian.

The Government body that controls university spending, the University Grants Committee, suggests six universities should transfer their Russian departments to other universities and Russian should be phased out in 13 others to concentrate teaching and research. The report says there are too many departments for the number of students and to meet the demand for Russian graduates.

Mr. Muckle said the ATR were very concerned about the position in schools that had led to the shortage of Russian students. Many teachers were fighting a losing battle to keep Russian options in

the curriculum. He said, "The UGC report will have a bad psychological effect on schools even though there will still be plenty of undergraduate places for Russian. Russian graduates are every bit as well set up for getting jobs as any other."

Quite apart from the threat to minority subjects in schools like Russian posed by falling rolls, heads are often reluctant to allow Russian onto the timetable because of the difficulty of replacing Russian teachers who leave.

This leads to the paradoxical position of there being both an apparent shortage of Russian teachers and unemployment among Russian teachers. The ATR would like to unravel this distribution problem and Mr. Muckle said anyone in difficulties should contact him at Nottingham University where he trains language teachers.

Retraining scheme to be tested

Teachers facing the threat of redundancy through falling rolls could save their jobs under a novel plan being jointly pioneered by a university and a local education authority.

Under the scheme, planned by Croydon L.E.A. and the University of Sussex, teachers who become surplus to requirements would be kept on the payroll—and retrained in shortage subjects such as mathematics and science.

The idea would be to keep them on as supply teachers, ready to step in and alleviate temporary classroom shortages, while they spent one day a week over a two-year

period retraining at Sussex University. Croydon estimates it needs about 80 supply teachers at a time.

Croydon officials have written to neighbouring education authorities—Bromley, Merton, Sutton and the Inner London Education Authority—to see if they would like to support the scheme.

The main problem is that teachers who become surplus to requirements may not be suitable, or may not want to specialize in such subjects as mathematics and science. As yet Croydon has no idea how many would want to take advantage of the scheme.

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10th January 1980

Mr. Archimedes,
Flat 4,
The Esplanade,
Syracuse,
Sicily.

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Thank you for your letter and the enclosed plans for the displacement apparatus.

We think the idea is a very exciting one, and we have asked our product development section to appraise it. The design of the tank may have to be amended as we feel that a marble bath tub would present production problems, and the cost would be out of the reach of most science departments.

Also, the instruction leaflet would have to be re-written in line with European customs. Most science teachers would discourage pupils from immersing themselves during lessons and we do not think it necessary to conclude the experiment by a ceremonial leaping in the air, accompanied by a cry of "Eureka".

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School to work

Many of the unemployed young do not register and do not claim dole, new evidence shows

Out of work but not on the dole

Evidence has emerged from a London radio counselling service that a large group of youngsters forego dole payments by not registering as unemployed. Youth organizations and other voluntary agencies have insisted for a long time that Government help does not reach some of the most disadvantaged because they stay away—through ignorance or distrust—from official bodies. Because these young people are also unlikely to be in touch with voluntary groups such options have been impossible to verify.

Now the Manpower Services Commission's research department is analysing the results of a survey of youngsters taking part in Capital Radio's Jobmate counselling scheme. About half of the 300

young people in the survey said that they were not in regular contact with Jobcentres or with the careers service, and slightly more than half said they were not drawing benefit.

However, MSC researchers and Mr Ian Taylor, the National Extension College co-ordinator who is running the scheme for Capital Radio, say that the survey findings must be treated with caution. The area of Greater London covered by Jobmate is not necessarily typical of the whole country, and the young people in the survey may not be representative.

About half of those taking part in the Jobmate scheme are West Indians, and further analysis will show how many of them do not register for the dole. Mr Taylor says that similar situations may exist in other big cities, as the youth organizations claim. But a London region MSC marketing executive says that surveys in the same area suggest that the proportion of unregistered youngsters is nearer one in five. He admits that the other surveys could be unrepresentative, since it is impossible to secure a balanced sample of youngsters. "We are not particu-

larly concerned to establish the figure, since what really matters is to get help to them, not to count them", he said.

The Jobmate survey could have understated the numbers of unregistered jobless, since they are less inclined to draw attention to themselves, and therefore less likely to have been among the one-third of Jobmate participants who answered the questionnaire.

The Jobmate scheme, which opened last October, uses volunteer counsellors to follow up publicity on Capital Radio. Kids with basic information and advice on job seeking are also distributed free.

The 200 counsellors—"Jobmates"—come from adults who have responded to the station's appeal for volunteers. Mr Taylor says that they are highly enthusiastic, and get along well with the young people. One concern had been how young West Indians and Asians might regard white Jobmates. Just over half of the referrals have been West Indian but there has been no evidence of racial tension, although there are a couple of Rastafarians among the 200 Jobmates the overwhelming majority are white and middle-class.

"The scheme shows that there are resources within the community which are still largely untapped. Local knowledge and local contacts are what many unemployed kids lack. They may be street-wise but they don't understand how formal systems operate and that's how the Jobmates can help out", says Ian Taylor.

The initial hurdle of making contact with the scheme and requesting help may be greater than expected. The National Extension College had expected about 8,500 young people to be attracted by the Capital campaign, but only a third of that number came forward.

On the other hand, the proportion who asked for Jobmates as well as Jobhunter kits was much higher than anticipated. "We hit our target of 850 almost exactly and this has been most encouraging—but whether this reflects on the high motivation necessary simply to phone up or on the slanting of the broadcasts is unclear."

Another intriguing feature is the large number of school pupils who sought the help of the service. During one week of the campaign nearly a third of the requests were from

young people still in full-time education, even though the public was clearly aimed at those who left school. Whether this reflects premature expectation of unemployment or a keen desire to study is debatable.

Although 10 to 18-year-olds made up almost two-thirds of all applicants, there were indications that older and better qualified people still wanted help. Two of the three referrals made to a Jobmate living in Richmond were students higher education; one of them helped through a bursary application. It was consistent with the general perception that the biggest single help left by young people was advice on the confusing maze of official forms.

Ian Taylor now proposes that the MSC grant—should be put on more permanent footing and hopes that finance will be available for at least the next two years. He has asked that the present full-time staff of five should be increased to eight and that the number of Jobmates be doubled to 400.

Edward Fennell



A place in the sun, but not in the dole queue.

Poor attenders better at finding jobs

Pupils from schools with low standards seem to have at least as good a chance of getting and keeping a job as those from schools with high standards, suggests a report being prepared for the Department of Education and Science.

The report represents the preliminary findings of a new study by the *Fifteen thousand Hours* team—the London University Institute of Psychiatry researchers whose report last year on the effect of schools on their pupils has been widely hailed as a major contribution to education. The team, who succeeded in linking high exam performance, good behaviour, and regular attendance with specific differences in the way schools are run, have been after this follow-up.

Attempts have been made to find out what has happened to 100 pupils from each of the London schools in the original study when they went on to the labour market or into continued education. The group originally surveyed in a primary school study which led to the *Fifteen thousand Hours* research covers those who left three years ago at 16 and those who stayed on into the sixth. Despite the help of the Inner London careers service, the team could not trace all the youngsters.

But among those they had tracked down nearly all had found jobs without much apparent difficulty, regardless of the school they had attended. The researchers say that,

on preliminary analysis of the findings:

● There is no discernible relationship between the performance of the schools as measured in the earlier survey and the speed with which their pupils found jobs or stayed in employment.

● There is, if anything, a negative link between the pupils' attendance record and the ability to find a job quickly—poor attenders seemed to do slightly better.

● There is, however, a predictable indirect connection between "good" schools and the level of job obtained, since they produced better examination results.

Despite the wide variations in behaviour and the delinquency rates between schools, only a handful of pupils—eight or nine out of the whole sample—ended up in Borstal. Mrs Grace Gray, who headed the research, said this week that the results appeared, on the face of it, to call into question the assumption that the least qualified had the greatest difficulty in finding jobs. The 16 year old leavers in the study had come into the labour market in 1975, when youth unemployment was at a record height.

But she warned that the case with which the unskilled had found jobs might be peculiar to the south east of England, and not applicable to parts of the country where there was a serious shortage of work.

The fact that the poorer attenders in particular had either gone straight into a job or found one very

quickly might mean that they spent more time looking for work than they were still at school, or that they had been working part-time already before leaving school.

time to carry out a full analysis of the data, said Mrs Gray, conclusions can only be tentative.

A second study is being carried out by other members of the team's child psychiatry research unit, which is studying the school life of the fifteen thousand *Hours* study. They are trying to establish what makes a school change in its ability to improve its results.

Dr Janet Osbourn, of the original research team, says that the *Fifteen thousand Hours* study did whatever people may have wanted to demonstrate that schools could do. The results they did because they were run in a particular way, not because of any specific attitudes. "It might be that the least qualified had the greatest difficulty in finding jobs because of their results. The fact that they had not been able to cut any links with their schools had developed their differences."

The present research, which would cover a much longer period in the life of the schools, would seek to determine how the schools developed their character to produce the results they were getting.

"We are not trying to improve a prescription for schools, but we hope the data will be of use to teachers trying to bring about change", she said.

Edited by Mark Jackson

NEWS

A comprehensive which in many ways, epitomizes what Her Majesty's Inspectors would like to see nationally has been selected as a model European school for preparing 14 to 19-year-olds for adulthood.

Carisbrooke High School on the Isle of Wight might have been the source of the Inspectors' ideas on the common core curriculum, so closely does it match those outlined in recent HMI reports. It is not surprising, then, that the Inspectors should have recommended it for a survey of best practices being carried out by the 21 nation Council of Europe.

The features of the first three years of this 13 to 18 school that have earned it Britain's nomination as giving one of the best "all round preparations for life" include:

- a strict common curriculum for all, operated for the past 7 years
- no pupils allowed to drop reference arts and crafts, history
- structured pupil guidance going far beyond careers advice
- social and political education for all
- extensive use of work experience

A three-man Council of Education visited the 1,100-pupil mixed school this week to see the system at work. All 13 year olds take the same broad course. To begin with they are in mixed ability groups, though in some subjects they are put into sets later in the year according to progress. At 14 there is some choice. Headmaster Mr Peter Cornall claims, however, that all pupils learn similar things as recommended by HMI earlier this month in a view of the curriculum, their response to the Government's plans for a national curriculum "framework".

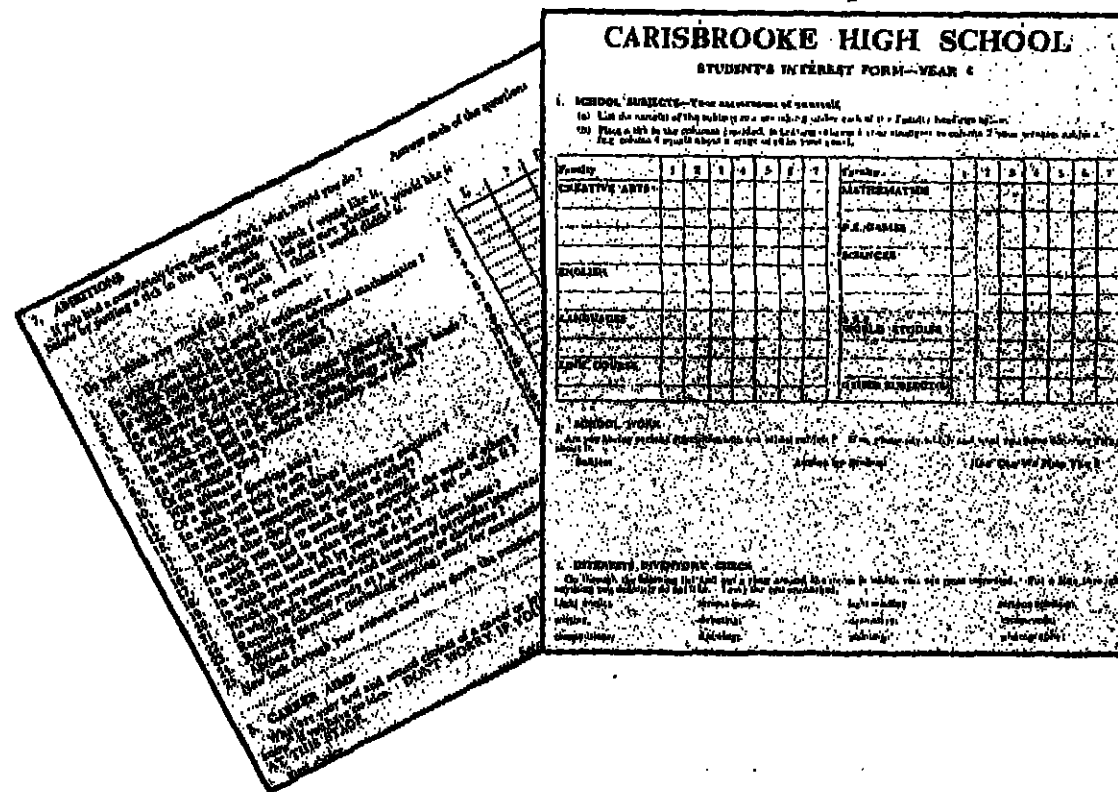
Every pupil must take English, mathematics and physical education, though they may give up French in the fourth year. In addition they choose one or two science subjects, among which is the Schools Council Integrated Science Project (SCISP) which counts as two. Depending on how many science subjects they choose, pupils also take one or two arts and crafts subjects.

In the faculty called "World Studies" at Carisbrooke, pupils take two out of Schools Council History, Geography and a course called British Industrial Society (BIS).

In a view of the curriculum Inspectors emphasized the need for all pupils to study some history until the age of 16. Mr John Hill, head of the World Studies faculty, claimed that many of the evidence-gathering skills taught in history were in the BIS course.

The perfect comprehensive?

Bob Doe visits a school chosen as a European model



Student interest forms, above, encourage pupils to think about their aptitudes and future.

This faculty is also responsible for the 70 minutes a week political education, through the three years of compulsory schooling at Carisbrooke. "If comprehensive schools are to give equal value to each child, somebody has to teach them that their political views are of equal worth", said John Hill. He said there was no attempt to indoctrinate them with any political views and that the course concentrated on concepts like power and authority and participation in decision making.

"Guidance" at Carisbrooke means more than careers education. It covers the development of ability, receives formal careers education as HMI's recommended in the recent secondary survey. It forms part of a compulsory course in social and religious studies which also covers sex, health, moral and religious education, and personal relationships. Seventy minutes a week are devoted to this course in

the four and fifth years.

Peter Cornall says it is only part of the special effort made at Carisbrooke to encourage pupils to look realistically at themselves, their interests and potential. The broad limited-choice curriculum is part of this. "You cannot have guidance combined with an option system that cuts pupils off from things and denies them opportunities just when they are trying to understand themselves", he said.

To encourage self-appraisal, every year pupils fill in a student interest form—a different one for each year. With questions about likes and dislikes, hobbies, and in later years increasingly about careers and higher education, these forms are designed to encourage pupils to think about their interests, aptitudes and future. They are also used by tutors as the basis for guidance and discussion, for making choices of subjects or examinations and to draw up final testimonials. Each one has

space for parents' comments.

Fifth year pupils can go on a week of work experience, and more than half do so. Three quarters usually apply but numbers are limited by the amount of staff time available.

More than 200 firms are involved, covering 3,000 different jobs from long-distance lorry driving, to office work to sitting in with a

solicitor, yacht chartering, and helping in hospital operating theatres.

Nine different link courses are also available at the Isle of Wight Technical College for those who opt for two arts and craft subjects. These include agriculture, boat-building, catering, engineering and hair and beauty.

For the small minority who seem to get little out of the final years of compulsory schooling, Carisbrooke was hoping to offer a more extensive work experience scheme. Pupils would return to school every other week for a week of schooling related to their industrial experience, but the plan fell through because it required extra staff.

The more able are offered a second language by "stealing" 70 minutes a week from both English and PE. Statistics can be squeezed in during tutor periods, and dinner hour sessions. Limits on the curriculum do not mean limits on examination achievement and quite a few of the pupils take 12 O levels.

Peter Cornall is pleased that much of what he regards as pioneering curriculum work at Carisbrooke now has wider recognition and approval. Yet the limited choice, and the explicitly comprehensive thinking behind it, has not always been popular with parents.

Carisbrooke has not found all the answers. "We are not claiming to be achieving all our aims but we have tried hard to devise a truly comprehensive curriculum", said Mr Cornall.

Whether or not Carisbrooke is the shape of things to come in the curriculum, in one respect it is incontrovertibly ahead of its time. With the building of another high school near by, the school has already met and faced falling rolls, with numbers shrinking from 1,500 to 1,100 in four years.

That is perhaps one of the most powerful lessons of Carisbrooke's limited-choice experience; although they have had fewer teachers they have preserved and even extended the curriculum.

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NEWS

Bert Lodge visits a course fit for Finniston

Where tomorrow's top engineers start life with a can opener

"Here's a can opener", they said to the boy with three A levels, all A grades, newly-arrived last October to start his four years of studying "Go away and find out what it's made of, why it's that shape, who makes it, who buys it, who markets it and how."

The girl from the comprehensive with the same clutch of As was given a ball-bearing tester. And the lad with no As at all but a colossal mark in his O.N.D. exam got a sack-stitching machine. Altogether 26 exceptionally qualified and carefully selected young people were each given some industrial product, all different but all accompanied with the same set of instructions to the student: "Go and find out about it."

The 1979 Special Engineering Programme (SEP) at Brunel University had begun. The challenge was a little less daunting than it sounds. At least they knew where to begin. Each product came from the company that had already agreed to sponsor the student before the course began: can opener, Metal Box Company; ball-bearing tester, Rolls Royce; Aero-sack-stitcher, Reed International. Waiting in the wings, Thorn, Tubo Investments, Westland Helicopters and more than two dozen others.

So far, pure Finniston. For Sir Monty's report published earlier this month after a two-year inquiry, said: "The education of engineers is unduly scientific and theoretical... most current first degree courses are not well matched to the requirements of industry. This results in students having little skill and experience in engineering tasks as they occur in practice... responsibility for the formation of young engineers should, from the outset,

be shared between teaching establishments and employers."

It did not need Sir Monty to point all this out. And to right the balance of these excessively theoretical courses, sandwich courses were introduced many years ago at some institutions. But the prestige of the engineer remained irritatingly low in this country compared with other industrial nations. The best brains were not attracted to a "BSc(Eng)". Serious implications for a country which lives by what it manufactures and sells.

So two years ago two initiatives were taken. Seven universities, later joined by two polytechnics were invited to put on "enriched" engineering courses, lasting four years, closely working with industry and including learning about economics and management and leading to some institutions to a MEng degree.

And the National Engineering Scholarship scheme was introduced. Simply, this is a £500 a year tax-free bursary awarded to selected students, not by any means all, who choose engineering. About 60 qualified the first year; this year more than 100 were awarded.

Brunel is running one of the enriched courses with nine of this year's 26 students on national engineering scholarships, the highest percentage any enriched course has attracted. After he had read the Finniston report Professor Ray Wild, head of SEP, could ask what it recommended that Brunel was not already doing.

The degree of cooperation with industry is particularly advanced in his programme. "We have selected those companies... But then they have selected us. Do they see the education of an engineer the way

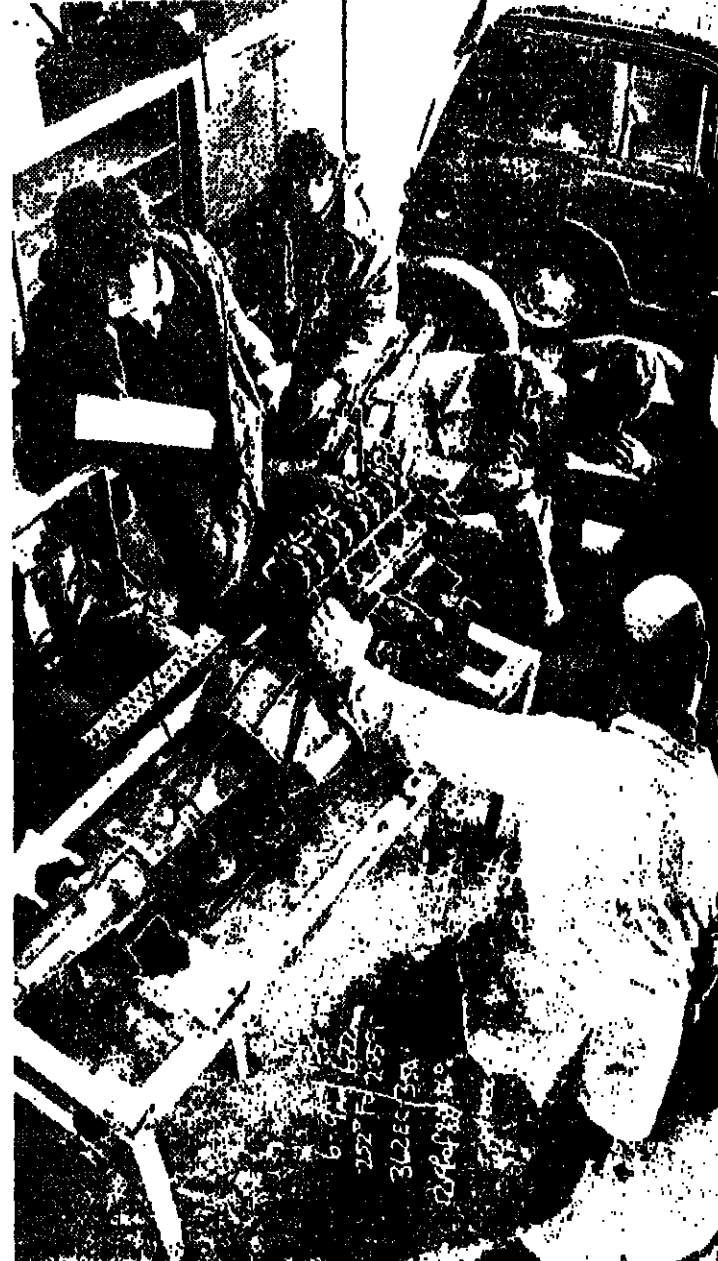
we do? Are we doing things right in their eyes?"

Yet for all the degrees of closeness (six months in industry, six at Brunel), the student is under no contractual obligation to join the firm after graduating; nor the company to engage him. "But the company would not sponsor him if they did not want him", Professor Wild says.

He is also proud of the breadth of SEP. Mechanical, electrical and production engineering are all covered and to honours level. Only in the fourth year is the student wholly on the campus at Uxbridge. Brunel's programme seems to be the favourite for girls. Of this year's 200 applications 20 per cent were from girls compared with a national average of 3 per cent. Professor Wild thinks one explanation may be that girls are attracted to the broad stretch of the course. "They know what they want to do in career terms. But boys tend to enter because they have a hobby interest in the subject. That's less likely in girls."

He rejects as a myth the belief circulating in schools that it is harder for girls to find a company to sponsor them. "On the other hand in some industries they may find it difficult. In heavy industry, for instance, or where there are difficulties on the shop floor."

Wild is not so euphoric as the Finniston committee about the contribution companies can make to forming this top layer of engineers. "There simply aren't enough big companies to accommodate the figure he is talking about. The annual intake of students into engineering is about 10,000. Finniston wants a quarter of them to be sponsored with close contact. That's many more than the current figure."



Shortage—subject applicants down

Only 11 chemistry and 10 physics specialists have so far applied to start a BSc course in October. The number offering another "shortage subject", mathematics, is 178 while French has attracted 131 candidates and German only five.

Altogether applications are 28 per cent lower than at this time last year—perhaps result of the

introduction of the new two A level and O levels in English and maths requirement.

The numbers of shortage subject specialists applying for postgraduate certificate courses follow a similar pattern. For maths the figure is down from last year's 491 to 433; chemistry from 222 to 214 and physics up from 163 to 167.

NAS move to expel 500 non-strikers

A leading Conservative politician has been expelled from a teachers' union for refusing to take part in industrial action.

Mr Nicholas Bennett, Tory opposition leader of the London Borough of Lewisham and a member of the Inner London Education Authority, has been ejected from the National Association of Schoolmasters-Union of Women Teachers for not taking part in the union's five-hour day dispute last year.

More than 200 other members have also been expelled and hearings are continuing against others. The action was part of the union's attempt to have the teachers' pay claim referred to arbitration rather than to the Clegg pay comparability commission.

Mr Bennett, who teaches at a school in Kent, said this week that he and three other colleagues refused to leave the school at 3 pm, as instructed by the union, and carried on teaching instead.

"We were given no opportunity to vote on whether to take part in this action or not but were simply instructed to do so. Not even industrial unions treat their members like this."

"I felt that the action was unnecessary and as it did three days after the election of a new government."

"I believe that the advice given by the union was wrong in law and that it was being instructed to break my contract."

"It was an action which did great harm to the professional standing of teachers."

Mr Nigel de Gruchy, the union's assistant secretary, said that Mr Bennett had to abide by union rules. "He was instructed by a special conference in April to take part in the action."

"Under our rules, conference is supreme. As a member of the association he should know that."

Class size peace plan vetoed by council

by Stephen Cohen

A peace formula agreed between teachers' leaders and town hall officials in Rotherham over class sizes has been overturned by the city's councillors.

A 16-month-old dispute now looks set to continue—unless the council honours the agreement signed by the sector of education and the National Union of Teachers' branch secretary.

Union members will meet at the end of this month to decide what to do about the snub from the city's chief Labour councillors. It is likely that they will continue to implement their sanctions, including a ban on classes with more than 30 children and a refusal to stand-in for absent colleagues.

The dispute comes from Rotherham's unwillingness to improve its pupil-teacher ratio in line with neighbouring councils. The union asked for another 120 teachers to be hired in September, 1978, in order to bring the primary school ratio up to the level of Doncaster. Despite several inconclusive meetings with union representatives the sanctions campaign was started and,

at its height, last year, more than 1,500 children were being sent to school because teachers refused to take over-sized classes.

The dispute has now flared again after the managers of the town's school asked the council to take disciplinary action against teachers who were refusing to accept more than 27 children in a class.

NUT officials and senior officers of the local authority humoured a peace formula. Mr Len Taylor, director of education, and Mr Bates, NUT branch secretary, signed a document which said that the town would employ up to 21 primary teachers this spring.

The agreement also said that any posts would disappear by the end of next January. In return the town would start mid-day supervision again and its industrial area would be a special sub-committee of senior councillors rejected the agreement earlier this month. Education officers are working on plans which they hope councillors will accept and, meanwhile, the town continues its campaign.

4,500 pupils to lose free meals if county starts means tests

About 4,500 pupils in Lancashire will lose their free school meals—if the county introduces its own means test for educational benefits.

The means scheme will affect one in eight pupils. It has been agreed by the county schools sub-committee and accompanied a streamlining of the meals service. About £1 million a year will be saved by introducing snack lunches for primary Lancashire children and a cafeteria for older pupils.

The means test will be based on supplementary benefit with additions for the cost of a meal for

each child, transport for up to 10 children and an allowance for clothing.

The national scale for free meals will be discontinued and as 36,000 Lancashire pupils would lose five per cent—could lose right to free meals.

The composite scale means a one-child family earning under £3.50 a week more than appropriate supplementary benefit threshold will qualify for meals, transport and clothing evade the poverty trap.

NEWS

No sex please we want a good job

Fifteen-year-olds are much more worried about getting a job and passing their examinations than they are about attracting the opposite sex.

That is one conclusion drawn from a study of the problems of 775 15-year-olds (403 boys and 372 girls) from four comprehensive schools in the north of England.

Mr Murray Porteous from Bradford University compiled a problem check list of 116 items asking what pupils found worrying in all aspects of their lives, including home, parents, teachers, friends, health, self-confidence and sex. The questionnaires were followed with interviews of one in four of the pupils.

Girls were more pessimistic about their job prospects and more than half of both sexes said they had only a vague idea of how to set about finding a job. Many were relying on parents or relatives to find them employment.

Just under half of the sample said they were concerned about examinations. About 40 per cent seemed unhappy with the courses they were taking at school; they either complained that subjects did not suit them or they lacked advice about which to choose.

Mr Porteous concludes that relationships with the opposite sex are handled maturely by young people. Three out of four either had a friend of the other sex or regularly met a mixed group socially. Almost 60 per cent had never had a steady boy or girl friend.

Both sexes had equal worries about their ability to attract a partner although girls were more anxious about their looks and boys about being shy.

A survey of the problems of normal 15-year-olds by Murray Porteous, *Academic Press Inc.*, 24-28 Oval Road, London NW1.

Sample too small to be projected on a national scale, Commission says
Race board cautious on 'black girls brighter' report

by Diane Spencer

The Commission for Racial Equality gave a cautious welcome this week to a study which claimed that West Indians do better in secondary schools than their English classmates.

The survey, carried out by Dr Geoffrey Driver, of Leeds University, challenged the accepted wisdom that West Indians do less well academically than whites.

Dr Driver looked at the examination results for 2,300 school leavers between 1975 and 1978 in five multi-racial secondary schools—two in the North, two in the Midlands and one in the Home Counties. Each school had around 800 pupils, with about 25 per cent of them immigrants.

Mr Ivor Cooke, the CRE's information officer, said he welcomed the results, but warned they could not be projected on a national scale as the sample was small.

The survey also showed that West



The survey showed high achievement of West Indian girls compared with boys.

Indian girls did better than West Indian boys, whereas English boys got better results than English girls. In maths, science and English, West

Indians had better results on average than English pupils.

Dr Driver also looked at the performance of Asian pupils, although they were not the main object of his research. He found that they got higher average results than any other ethnic group—except in English language.

Dr Driver said this week that his findings were not incompatible with previous research on primary school children. However, his results did suggest that there was no "cumulative deficit" in education and that West Indians could catch up and overtake their classmates, he said.

He admits that his figures suggested a "gross deterioration" in the performance of English pupils, and that "the indigenous population of these areas has a worse level of school performance than the country as a whole". Such comparisons were outside the scope of his study, he said.

Dr Driver says that the most important finding of his study was the high achievement of West Indian girls compared to boys.

The different social structures in England and West Indian families could explain this, he said. "It is an unspoken assumption among many West Indian women that they, rather than their husbands or brothers, are guardians of their family's good name and the providers of its staple income." It was hardly surprising that their daughters' achievements in school reflected that opinion, he said.

By contrast, many English working class parents thought their daughters did not merit encouragement at school and that they should get married before they become an economic liability.

Dr Driver said that if those trends could be supported they would destroy the "inflammatory and misleading theories of Arthur Jensen and H.J. Eysenck about black children's under-achievement."

A shortened version of Dr Driver's study was published in last week's issue of *New Society*. The CRE is publishing the complete survey on February 17.

Take multiracial education suburbs, RE head urges

Children in the suburban "White Highlands" need multiracial education as much as those in inner cities with many blacks and Asians, Mr David Moore, a black teacher, says this week in *Trends in Education* magazine.

"Schools have to take on board the idea that Britain is a multicultural society."

Mr Moore, who was educated in such a suburb, says the Indian Mutiny was still being taught as an atrocity committed by a group refusing to submit to a civilizing force. The sole purpose of slavery, apparently, was so that Britain could abolish it. Reception classes to teach immigrants English existed but they were in the classroom

furthest away from the main school.

Schools must critically reexamine what and how they taught to help pupils from different cultural backgrounds to understand each other. "In many respects it is even more important to do this in areas where there is a small black or Asian community since it is in the 'White Highlands' that people are more susceptible to stereotyping."

"There is also an overwhelming need for changes in teachers' treatment of children", says Mr Moore who is head of religious studies at

Tulse Hill school, London. "Differences in child rearing mean that children respond in different ways and they may have expectations of

the teacher that may be in direct conflict to the role the teacher believes he has."

"Cultural differences do affect the way people respond to each other and it is therefore simple minded to say that we treat all pupils the same. To treat all pupils alike is to subjugate them and the background from which they come."

Black and Asian children do well at school and often had high aspirations despite their displays of indifference. There was a need to publicize this success more rather than the failure rate about which so much was heard.

Children's books which contain a "token" black or brown child are criticized by the National Union of Teachers. In a pamphlet on guide-

lines for teachers on racial stereotyping in school books, the union says illustrations in children's books will often include a black or brown child as an incidental feature of the scene. "This kind of tokenism does not contribute to the black child's self-concept. Why should he or she not be the hero or heroine of the story rather than a shadowy figure in the background?"

The pamphlet *In black and white* does not list good and bad books, but points out the dangers of out-of-date publications. It urges teachers not to use books which would offend ethnic minority groups.

Bob Doe

COURSES

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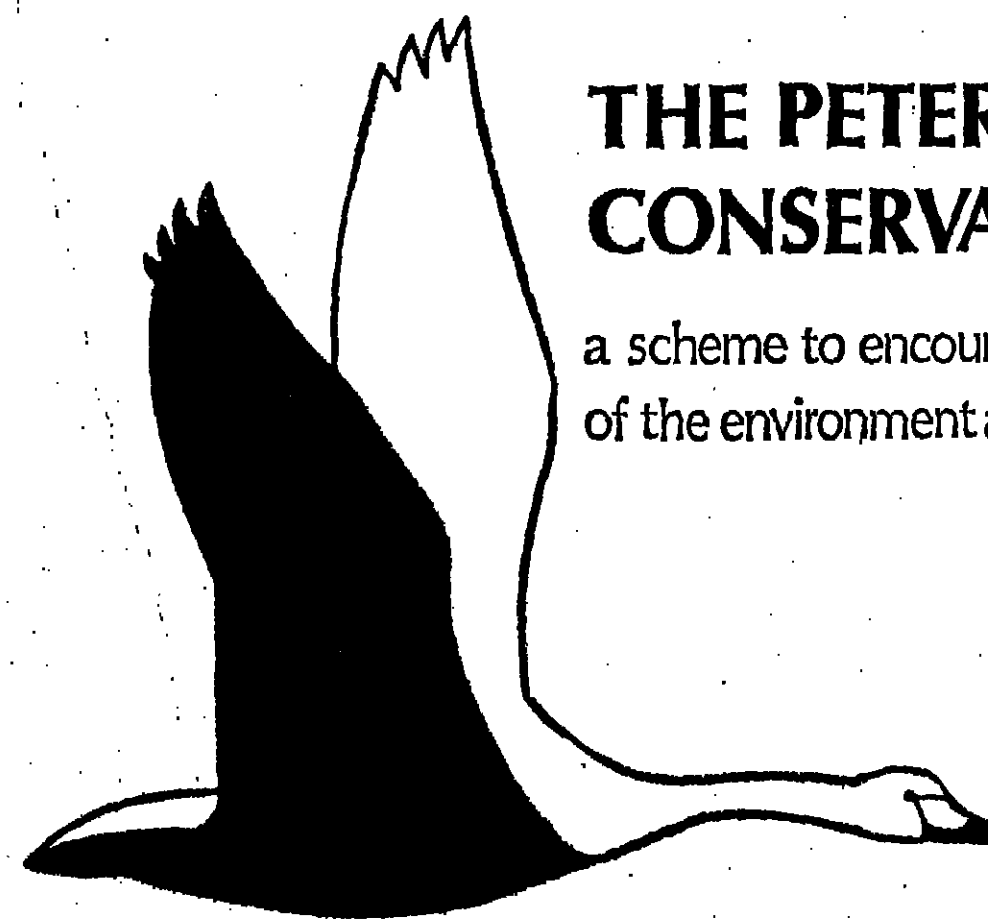
Lecturers: Dudley Fiske, C.E.O., Manchester; Tim Brighouse, C.E.O., Oxfordshire; Peter Mortimore, Director, Research and Statistics, I.L.E.A.; George Carnie, Superintendent of Schools, Colorado Springs; Peter Cornall, Head, Carisbrooke High School, I. of W.; David John, Head, Wheatley Park School, Oxford; George Walker, Head, The Heathcote School, Stevenage.

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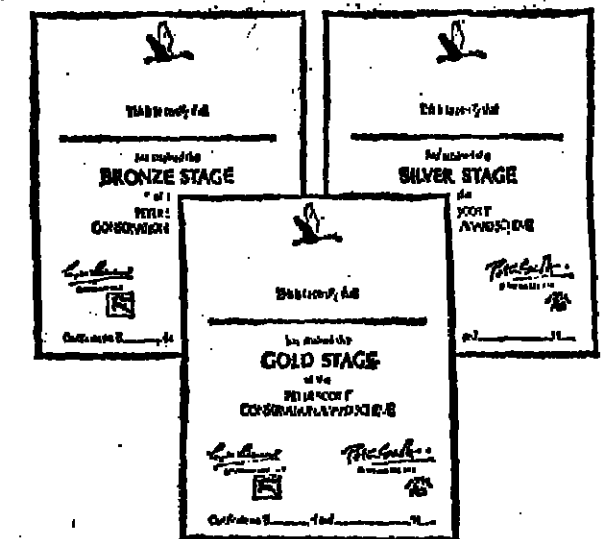
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Sports Diary



Trainee PE teachers at Loughborough College.

Why is physical education and sport in British schools stumbling towards mediocrity and failure, when only 10 years ago it was the envy of the world?

Why has the once proud profession of the physical education specialist become the target for neglect by the Department of Education and Science in successive shifts of planning and strategy?

As a physical educationist myself, I know what the physical education profession has and does not achieve. I marvel at the ability of school teachers who battle against heavy odds to mount successful programmes of sport within the framework of the National Council of School Sports. Is it right, however, to rely exclusively on a dwindling supply of physical education specialists to fulfil what for many years was considered to be an essential part of the school curriculum?

Specialist physical education colleges no longer exist. Absenteeism at many senior schools during the sports season is at crisis level. The ratio of specialist physical education coaches to pupil population is rapidly worsening, and there are cases of schools failing even to include physical education in the curriculum for some pupils, particularly at senior level.

Physical education, therefore, seems in grave danger, given the alarming absentee figures compiled by members of the physical education profession (50 per cent in inner London), of becoming no more than a minority interest, at a time when many organizations and doctors are stressing the importance to health and well being of general fitness, and the need for regular exercise in some form.

Sports coaches at club and county level have observed, over the last decade, a fall off in the standard of skill at sports among school leavers. Nevertheless, many clubs consider themselves fortunate if they can recruit a colts team, hearing in mind the general lack of interest among many young people in continuing any form of sport once they have left school.

To try to deal with this par-

Peter Lawson

Vanishing breed?

Physical education, the GCSE advocate, that there should be closer links between the physical education teachers and the officials of local sports clubs and centres, to ensure that an interest in sport started at school is maintained in adult life.

To many people, though, the decline in school sports coincided with the decision made in the 1960s to take government responsibility for sport away from the Department of Education and Science to the Ministry of Housing, and from there to the Department of the Environment. While we must acknowledge the beneficial effects of this transfer at national sport level, with the consequent massive capital and present grant investment in sport, no one could have foreseen the disastrous consequences to sport in schools.

The establishment of Local Authority Recreation Departments by the Department of the Environment created new career possibilities for serving physical education teachers, while at the same time the Department of Education and Science was cutting back the supply of trained teachers, particularly physical education teachers.

In the great debate on education contributed to by many sectors of the Education profession, the absence of any effective input from the physical education profession was a serious omission. At the height of the debate a formal delegation from the Central Council of Physical Recreation, on behalf of British sport as a whole, made representations to Margaret Jackson, the then Under Secretary of State at the Department of Education and Science.

The self-satisfied complacency with which it was received, and the Department's defiant attitude, which was at odds with reality, did not encourage us to believe that the problems had ever been recognized, let alone dealt with by the Government.

In 1977 the Central Council of Physical Recreation published a booklet *Sport and Young People: The Need for Action Now* in which we put forward a 14 point action plan. It gives us small satisfaction to acknowledge that since its publication little has been done at any level to implement any of these suggestions, which covered such topics as the need to open up school facilities to the whole community, and the importance of close liaison between schools and local sports clubs.

I believe that the individuals within the physical education profession continue to set high standards of integrity and enthusiasm, and remain the backbone of sport at local school and club level. The problems therefore cannot be laid at their door; priorities and policies are set at ministerial level, and it is here that responsibility lies.

The major decision which needs to be taken concerns, in the first place, the question of governmental responsibility. Should the Minister for Sport be given responsibility for sport in schools, or should a Minister of State be appointed to the Department of Education and Science to be solely responsible for sport in schools? These are just two options, but there are others.

Following on from this, a clear strategy must be established which acknowledges the importance of physical education in the school curriculum, and provides the trained specialist teachers, the facilities and adequate timetabling to ensure that physical education resumes its rightful place in the education of our children.

I believe the Government must mount a major public inquiry into the whole question of school sports, to establish areas of responsibility, funding, staffing and training, and indeed the very purpose and importance of physical education within our schools. We need to bridge the gap between the Department of the Environment and the Department of Education and Science, to see that there is a co-ordinated effort by all concerned to remedy this situation.

The CCPR is willing to liaise with any Governmental committee set up to review the present state of affairs, and would draw on the experience and knowledge of its 200 members to provide the necessary detailed information on this subject. If Mark Carlisle believes that sport and physical education are important to the well-being and health of our children, then he must take immediate action to rescue it from its present plight.

Peter Lawson is Secretary of the Central Council of Physical Recreation.

NEWS

Rugby Union to act on growing number of neck injuries in schools

by Stanley Levenson

Rugby Union, in the centre of a storm over the South African ban, also has some serious worries about the game at school and youth levels: injuries and a decline in the number of schools playing the 15-a-side code.

The Rugby Football Union has, over the past few months, been collecting information about the number of neck injuries sustained in school matches. This is being done together with the Welsh, Scottish and Irish unions.

After this the RFU will issue what it calls a "definitive statement" on the problem which was given much publicity last summer by a report of the Medical Officers of Schools Association on the serious problem of neck injuries, which are on the increase.

The number of cases of tetraplegia (paralysis of both arms and legs) is still small, but the tragedy for the boy so injured is enormous. Medical officers are worried that, unless there are firmer controls, the number of tetraplegics will rise. The incidence of other neck and spinal injuries from rugby is hard to assess as no central records exist, unless the damage is permanent.

Medical experts warn of three danger zones—high tackles, collapsed scrums and great weight differences between opposing players. The last has often been recognized only when it is a case of school versus old boys. This has led to the suspension of several of these traditional fixtures, but the risk could occur too in boys-only matches where there are big weight differences between the two sides.

Rugby authorities are not indifferent, but they are anxious that the game should not get a bad name. "It cannot be emphasized too strongly that there are dangers in all sports which call for vigilance and coolness in dealing with unexpected crises," said RFU secretary Bob Weighill, in a recent letter to HMC schools and CEOs.

Mr Ron Tennick, secretary of the schools union, said: "No one takes care off the road because they are able to cause injuries."

Board considers plan for A level English language

A GCE board has agreed to consider proposals for an English language A level. The Manchester-based Joint Matriculation Board is looking at a proposal from a group of sixth form teachers and further education lecturers.

The group has drawn up a syllabus and is working on specimen questions and guidance for teachers, hoping to use the new exam. It is expected to appeal to potential university candidates, those wishing to pursue their general education beyond the age of 16 or who need a high competence in English for their employment and those for whom English is a second language.

The syllabus is intended to develop flexibility and confidence in speech and writing, a critical eye for language use and a greater understanding of the role of language in everyday life.

The chairman of the group, Mr George Keith of North Cheshire College, Warrington, said large numbers of teachers in the North of England had already shown great interest.

Mechanical and electrical engineering industries continue to demand graduates than universities can supply, according to the latest report from the Standing Conference of Employers and Graduates.

This year, 8 per cent more graduates will be seeking work—with a rise in jobs available. One again there is a surplus of graduates in arts, biological sciences

Nevertheless there is a risk of over-inflation, and the players are in schools where the game is less obligatory and where a winter sport alternative is available.

The decline in the number of rugby playing schools is a considerable concern, and the blame, which is not attached to comprehensives. The growth of sixth form or sixth form colleges and the unwillingness to work without on Saturdays are other factors.

Mr Tennick adds the education cuts and rising prices also make it difficult to sustain a costly sport because more involved and shirts and more expensive than those in football.

The drift from rugby is serious in the 16 to 19 age range, the RFU survey says. In seven of the schools bases plus team at all, and the others have difficulties in fixtures.

Mr Tennick also blames teachers' unions. He avers the unions were opposed to Saturday activities, and he knew of one or two teachers resigning from the game in order to continue their Saturday involvement.

He and his colleagues in the schools union are now trying to reduce the out rate by encouraging schools to push more of their sportsmen into schools, to get clubs in more youngsters and prove liaison with schools.

This, said Mr Tennick, is happening with the younger group in the successful development of mini-rugby.

One school in four affected by damp, Gwynedd reports

One in four of Gwynedd's 24 secondary schools is affected by damp, says the county council. Many schools have not been inspected for at least 20 years.

A community medicine specialist, who is inspecting schools in the county, says in a report that three head teachers resort to providing pupils with coats to wear in the hall, which could be decorated in the future.

Facilities equipment or poor maintenance also meant that room showers were not being used in one out of three schools.

The inspections, carried out in short notice, also revealed that equipment in many schools was unhygienic. Schools had many dressing, and handbags left them in unclean packages.

The Inspector recommended that at least three teachers in each school be trained in simple first aid, and one should be responsible for first aid boxes in good condition.

Industry short of graduates

Mechanical and electrical engineering industries continue to demand graduates than universities can supply, according to the latest report from the Standing Conference of Employers and Graduates.

This year, 8 per cent more graduates will be seeking work—with a rise in jobs available. One again there is a surplus of graduates in arts, biological sciences



Mr John Morris, aged 50, will shortly succeed Mr Jack Springett as county education officer for Essex. Mr Morris, a modern languages graduate, began his career in administration in Essex 22 years ago. He was appointed deputy to Jack Springett in 1973. Mr Springett is the new education officer of the Association of Metropolitan Authorities, replacing Mr Peter Sloman who retired at Christmas.

Mr John Rolles, 39, is the new head of Catford Boys School, South London. Mr Rolles is former deputy head of Neave School, Havering, where he introduced GCE courses in his special interests—film and photography. He is a former secretary of the Society for Education in Film and Television and editor of its journal *Screen*.

Dr Michael Longfield, aged 51, will be the new director of Teesside Polytechnic. He has been acting head since March last year when the former director, Dr John Houghton, resigned. The CNA had said the poly—with 4,000 students—was dispirited, poorly led, understaffed and in danger of losing its degree status. Teesside has now pulled through the crisis; following a two-day inspection last month the CNA has announced it will continue to approve degrees.

Mr Ian Beer, head of Lancing College, will be this year's chairman of the Headmasters' Conference. Mr Beer, who was captain of the Cambridge University rugby club and appeared several times for England, has been head at Lancing for 11 years.

Mr Francis Colfield, aged 36, has been appointed professor of education at Durham University's newly merged school of education. While working for an MEd in psychology Mr Colfield, a classics graduate, lived as a member of a Glasgow gang. He got a first-class degree and also produced the widely acclaimed book, *A Glasgow Gang Observed*. The school of education at Durham is a merger of the university's education department and two training colleges, St Hild's and St Bede's. It has a fully internal BEd degree.

Mr John Maddox, director of the Nuffield Foundation, is returning as editor of the natural sciences monthly *Nature*, the magazine he edited from 1966 to 1973.

Dr Margaret Clark, a leading specialist in left-handedness among school children, is the new professor and head of department of educational psychology at Birmingham University. Dr Clark made a survey of handicapped and gifted children in pre-school education for the Warwick Committee.

Mr Hugh Boulter is to be the new director of the World Wide Education Service. He was formerly assistant education officer for Northamptonshire, and is an authority on the education of ethnic minority children. He has been chairman of the National Association for Multi-Ethnic Education for the past three years.

Mr Tim Bowles, aged 51, has been elected chairman of the Incorporated Association of Preparatory Schools. He is at present headmaster of Burywood School, Garsington in Northamptonshire.

Mr Peter Townsend, head of modern languages at Exmouth School, has been elected to the Schoolmaster Fellow Commonership at Churchill College, Cambridge for 1980-81.

The TES would welcome any news of appointments in L.E.A.s, schools, colleges and universities. Please send them to The Times Educational Supplement, (People), Times Newspapers Limited, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

People

the Michaelmas term next year. He intends to review the teaching of modern languages in sixth forms. The commonership is awarded to a schoolmaster every term but is not advertised publicly.

Mr Richard Woollett, former housemaster at Westminster School, is the new headmaster of Woolverstone Hall, the Inner London Education Authority's secondary boys boarding school near Ipswich.

Mr Arthur Huxford, 49, once a foreman of a large engineering workshop, was made headmaster of St Bernard's school, Bethnal Green, East London, last term after 18 years of teaching at the school. One of his first moves as acting head was to re-introduce compulsory school uniform.

Professor Philip Reynold has been appointed vice-chancellor of the

University of Lancaster, only the second in its 16-year history. Professor Reynolds has been acting vice-chancellor and a professor in politics since the university opened.

Mr Michael Edwards is the new chief education officer of Norfolk County Council. He was formerly deputy director of education at West Sussex.

Dr George Brosan, director of North East London Polytechnic, has been elected chairman of the Accounting Education Consultative Board and the professional bodies. He is interested in the international dimensions of accounting such as overseas students' problems and EEC issues.

Dr Klaus Wedell has been appointed professor of educational psychology

with reference to children with special needs, at the University of London Institute of Education. As a Reader at Birmingham University he was particularly interested in the establishment of joint university/L.E.A. posts.

Mrs Patricia Johns has been appointed headmistress of St Mary's School, Wantage, from next September. Mrs Johns, at present senior mistress of Gordonstoun School, succeeds Miss Wallen who is retiring.

Mr B. Groombridge, director of London University's department of extra-mural studies, has been made professor of adult education.

Mrs M. Thrush, a Durham teacher, has been made headmistress of Sunderland Church High School. She succeeds Miss J. Wisbach.



Mr Tristan Bennet, the former deputy head, has been appointed head of the Great Ormond Street Hospital for Sick Children, London.

Mr M. Hnywood has been appointed headmaster of Surton Valence School, Kent from September 1. Mr Hnywood, an Edinburgh graduate, is presently deputy rector of Dollar Academy, Scotland.

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مركز الأصل

OVERSEAS NEWS

United States

Chicago back from brink

by Clive Cookson

WASHINGTON

After weeks of intricate financial manoeuvring, an elaborate \$875m rescue plan has been arranged for the heavily indebted Chicago school system (TES, December 14). The plan, which involves the board of education, city and state governments, banks and local unions, came after the 45,000 teachers and other school employees had missed two fortnightly salary cheques, but just in time to prevent what could have been a prolonged closure of the nation's second largest school district.

The plan may yet come unstuck. Already the Chicago police pension fund has backed out of the \$15m loan it had agreed to make as part of the package, after the police union complained the investment was too risky, but that did not wreck the plan. The main thing

was that the Illinois state legislature approved the package. Short-term loans totalling \$325m will see the board of education through its immediate financial crisis: the payment of overdue salaries and pensions, debts to food, milk and supplies vendors and bus companies, and federal taxes. Later, \$500m worth of long-term bonds will be issued to provide longer-term financing.

A five-member financial control board is being set up to oversee the school system's funds. This independent authority will be headed by Chicago businessman Jerome van Gorkom.

The control board is sure to insist on sharp cuts in the school's \$1.4 billion annual budget—probably between \$60m and \$100m this year and more next year. Between 700 and 2,000 jobs could be eliminated by September, said Catherine Rohrer, president of the board of education. It remains to be seen whether the

financial control board will also have to raise new property taxes to keep the system afloat. New York Mayor, Ed Koch, who is trying to complete his city's recovery from its mid-1970s fiscal crisis, has proposed a \$111m budget cut for the board of education in 1980-81 and a further \$182m cut the following year. The proposal would mean the loss of more than 7,000 school jobs over the next two years—including an estimated 4,000 compulsory lay-offs—and it provoked cries of outrage from the board of education, school officials and teacher unions.

In his \$3 billion annual budget would mean "a drastic increase in class size" despite falling enrolments, and Albert Shanker, president of the American Federation of Teachers, promised the mayor "the toughest fight of his administration" if he tried to get the cuts approved.

The Netherlands

Job prospects worsen as junior enrolments fall

by John Richardson

Newly qualified infant and junior school teachers are finding it more difficult to obtain posts.

Of 10,000 teachers who graduated from training colleges in 1978, only 6,000 had found teaching jobs nine months after qualifying, according to a survey conducted by The Hague Institute for Social Science Research Study and Advice (KASKI). One thousand four hundred had found jobs outside the profession, 400 were involved in further studies, 900 of the men were doing national service, and 1,600 were unemployed.

Comparison with an identical survey carried out two years previously shows a deteriorating employment situation.

Of the class of 1978 it was females trained for the junior age group (six to 12) who had most success in finding teaching posts. Seventy-three per cent of them had found jobs nine months after graduating. But 86 per cent of the women junior staff of the class of 1976 were employed as teachers after a similar period.

The 1978 junior trained males fared worst with only 47 per cent finding posts, although 30 per cent of this group were in military service. But of the similar group of 1976, which was also affected by national service, 60 per cent had found teaching jobs after nine months.

Unemployment is greatest among those trained for the infant sector (four-six) which is traditionally a largely female preserve. Of the 2,482 women infant teacher graduates of 1978, 57 per cent had found teaching jobs in nine months, while 24 per cent had taken jobs outside the profession.

For those who qualified to teach infants in 1976, after nine months 68 per cent were teaching, while 14 per cent were employed outside education.

There appears to be little connection between the age of the intending teachers and their success in finding posts. The main factor affecting their job chances is region of residence.

Of those that live in the Randstad



commurbation of south Holland 73 per cent had found teaching jobs and only eight per cent were unemployed. But in the economically depressed region of Limburg, in the south west, 29 per cent were still unemployed.

The underlying causes of this increasing mismatch between the supply and demand of infant and junior teachers can be found in changing population growth trends and a failure to adjust teacher supply to a similar pace.

In 1960 the Dutch population stood at 11,417,254. By 1980 it had grown to 13,871,300, and is forecast to reach 14,752,250 by the end of the century. This growth is largely the result of people living longer. It is forecast that the number of those over 65 in 1990 will be 25 per cent higher than in 1975.

The birthrate has been dropping constantly from 19.2 births per thousand people in 1969, to 12.3 in 1979. There were 247,618 births in 1977, 171,106 in 1978 and the population stabilized. This fall in the birthrate has inevitably affected the infant and junior age ranges in the schools first.

Between 1968 and 1978 the number of children in the infant school dropped from 488,819 to 434,700 and in the junior schools from 1,450,647 to 1,409,800, while in the secondary and higher education sectors the numbers showed a significant increase.

OVERSEAS NEWS

West Germany

Hundreds of teachers face charges on alleged overtime pay swindle

by David Dungworth

State prosecutors in various districts of North Rhine-Westphalia are preparing charges of fraud against several hundred teachers who have allegedly been supplementing their already high salaries with regular and substantial claims for illegal overtime payments.

The charges have been brought by the state auditing department which has been examining the records since 1976. At that time during a random check on 82 teachers the auditors found that 30 of them were guilty of making false claims, some going back over a number of years.

Subsequent investigations have indicated that between 1973 and 1977 the amount wrongly paid out was approximately Dm4.4m (nearly £1.2m) and in the school year 1977-78 alone the figure rose to Dm4.7m.

Teachers in North Rhine-Westphalia are entitled to extra remuneration for lessons given or classes taken for absent colleagues above an average of 25 hours a week. Current rates are Dm21.25 (about £5.50) an hour for staff in vocational and intermediate schools and Dm21.75 an hour for grammar school

teachers. The latter are the main culprits, being responsible for 70 per cent of all the offences discovered in 1978-79.

Close scrutiny of the claims forms submitted has revealed a long list of abuses. Additional payments had been demanded for extra-curricular activities such as accompanying school parties on excursions and attending conferences or parents' meetings which do not count as overtime, for Sundays and public holidays, for non-existent dates like February 30 and June 31 and for periods when the teachers concerned were officially absent through illness.

The consequences have often been astounding. There have been numerous instances of excess payments varying between Dm5,000 and Dm10,000. One grammar school teacher received Dm12,000 over five years and a secondary modern school headmaster Dm15,000 in three years.

And in the most serious case of all a woman teacher in an intermediate school was overpaid by Dm74,000 in the space of two and a half years.

According to the auditors much of the blame lies with head teachers who have countersigned claim forms without verifying them and with the civil service salaries office

in Düsseldorf for its lack of proper control over payments.

Claims made by telephone have frequently been authorized without any written support whatsoever. Ministry officials are also severely criticized for failing to draw up adequate regulations relating to overtime payments.

Early last year Land education minister Herr Jürgen Girsogen, who tried to play down the scandal when it originally came to light, gave teachers the opportunity of avoiding criminal proceedings by repaying any amounts wrongfully claimed. But by mid-December the total sum repaid was only Dm 736,000.

The teachers union, the Gewerkschaft *Lehrerinnen und Wissenschaftler*, and the organization which represents grammar school staff, the *Philologenverband*, have described the allegations as "a deformation of the teaching profession". They maintain that the procedure for submitting overtime claims is so complicated that in many cases the excesses are the result of genuine mistakes rather than deliberate deceit. Nevertheless the numbers of teachers and the sums involved make it clear that overclaiming is widespread and systematically practiced in North Rhine-Westphalia if not in other Länder.

Europe

Fourteen countries face population downturn

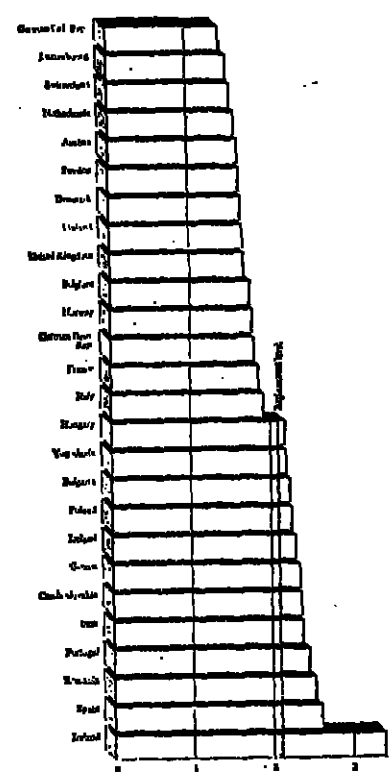
The birthrate in 14 European countries has now declined to the point where the present generation of parents is not replacing itself. Populations of these countries will start to decline within the next 20 years, if they are not already doing so.

This overall decline has already begun in a number of countries, including East and West Germany, Austria and Luxembourg. If present population trends continue the population of West Germany, for example, will fall from 50 million in 1975 to under 40 million in 50 years' time.

Birthrates started to fall in the mid-1960s in capitalist and socialist European countries alike. Professor Milos Mucura of the Belgrade Ekonomski Institut, writes in the latest issue of the international development quarterly, *People*. "It is highly probable that fertility will follow its downward trend in most of Europe for some years to come."

National attitudes towards this situation vary enormously. West Germany views the decline reasonably equably, although some Christian Democratic leaders advocate pro-natalist policies. In France, where the population is still increasing, there is great concern about the threat of a declining population and a package of benefits is to be introduced for mothers of three or more children, including an increase in the maternity grant to £1,200.

Hungary attempted to stem its declining birthrate by banning legal abortions. In 1974, but, after an



Source: Institut National d'Etudes Démographiques, Paris.

Initial upswing in the birthrate, this again began to fall.

Demographers agree that the availability of contraception, abortion and sterilization has only a partial effect on the birthrate. "It is a question of what people want, not what technical means they use to implement it," according to John Riley, editor of *People*.

Figures released last week showed that births in the United Kingdom in 1979 were nearly 7 per cent up on the year before—a greater increase than the demographers predicted.

People's International Planned Parenthood Federation, 18-20 Lower Regent Street, London SW1 4PW.

France

Central control for students

by Jane Jessel

Conditions of enrolment for foreign students wishing to attend French universities are to be reformed to give stricter central control over admissions.

Under the Government proposals, which were last month narrowly endorsed by the *Conseil National de la Recherche Scientifique* (CNRS), a national commission will be established to centralize and consider enrolment requirements and to allocate successful applicants to various universities. It will do so taking into account "preferences expressed by the candidates", but also "the requirements of French higher education". The commission will be composed of representatives from the ministries of foreign affairs, of universities, and of co-operation (overseas aid).

The reform will necessitate a preliminary French language examination, organized by the French cultural services abroad, except for those with the *Baccalauréat* or qualification of equivalent standard, and those who are planning to follow a French language course and are seeking to spend at least a year in a centre specializing in French as a foreign language.

Representatives of teachers' and students' unions voted against the proposals at the CNRS meeting in December. They protested that the reform threatened universities' autonomy by removing their prerogative to choose applicants and giving it to the commission. They also feared that the numbers of foreign students would be cut, and that the reform would lead to political and racial discrimination.

No imminent change in fees for overseas students is planned, but there is the possibility of a drastic fee increase accompanying the reform.

South Africa

Ban on black students sparks major clash

by Ameen Akhalwaya

JOHANNESBURG Education is once again set to become a major bone of contention between the National Party and the opposition Progressive Federal Party at the next session of the Transvaal Provincial Council.

The PFP is likely to focus on mixed education, and particularly the row over the Transvaal Education Department's refusal to admit blacks to the new Johannesburg College of Education.

The PFP leader in the council, Mr Douglas Gibson, has described the department's decision as "blatant racism". He has challenged the Transvaal's new Administrator, Mr William Cruywagen, to change the education ordinance—which bars blacks from the college—when February's session begins.

Six blacks have applied for the four-year bachelor's degree education course offered jointly by the college and the University of the Witwatersrand. But the Transvaal Director of Education, Professor J. H. Jooste, said their enrolment would contravene the ordinance, and refused to approve their applications.

Last year the Transvaal's education policies led to bitter clashes between the two parties. The row revolved around allegations that English-language schools were becoming Africanized, that indoctrination was rife in country schools and that women teachers were bearing the brunt of salary and job discrimination.

But the PFP held fire on the province's opposition to blacks in white private schools because it believed that Cruywagen, former minister of national education, would take a more liberal line than his predecessor, Mr Sybrand van Niekark.

Mr Gibson said it was "unbelievable that in this so-called era of enlightenment, the outdated and legalistic approach of the TED can prevent the JCE from accepting whatever qualified students it wishes."

"The six black students who have been admitted by Wits cannot simultaneously attend the JCE as their white colleagues can, for no reason other than that they have black skins. It is blatant racism like this which makes our friends overseas despair about South Africa," he said.

"Perhaps our greatest national priority is the education and training of all our people. It is only by harnessing the potential at our disposal that we will be able to generate the high growth rate with which the provision of sufficient jobs for the unskilled masses is impossible."

To suggest that blacks could not be admitted to the college because of the ordinance was to blind oneself to the reality that the Nationalists legislate at the drop of a hat."

Australia

Training colleges are 'parking lots' for young unemployed

by Bill Purvis

SYDNEY

Australia will have between 60,000 and 70,000 unemployed teachers by 1985, according to Mr Bill Hayden, leader of Australia's federal opposition.

The Labour Party leader said hundreds of millions of dollars were being spent to maintain expensive educational institutions to train people for jobs which did not exist. The institutions were being used as "vast parking lots for the unemployed young", and the cost of the increasing unemployment among teachers over the next five years would be \$A11m, he estimated.

Yet there was a shortage of teachers in the remedial and migrant areas because of an alleged shortage of funds.

The Prime Minister, Mr Malcolm Fraser, did nothing for teachers' morale with a trenchant attack on the education system the day after Mr Hayden's remarks.

Mr Fraser, who was federal education minister 10 years ago, said that despite massive increases in

expenditure and smaller class sizes many pupils were leaving school unable to read, write or add numbers to an acceptable standard.

Addressing the annual convention of the Young Liberals Movement, Mr Fraser said the Government's financial commitment to education had doubled in the 1970s.

In the 1970-71 financial year the total of federal and state governments' expenditure on schools was \$A840m (£400m), equal to \$A21.1m. By this financial year the total had risen to \$A4,049m.

Pupil-teacher ratios had been significantly reduced during this time but this had not resulted in improved education standards. If the values transmitted by the education system are inconsistent with those which society expects of young people, then clearly young people will be let down by the system itself," he said.

Mr Fraser's remarks come at the end of a year in which there has been a growing volume of complaint, mainly from employers, about inadequacies in the education system.

Hilary Wilce at a school for pupils who flee from South Africa

Apartheid freedom college struggles into existence

Black South African schoolchildren who flee from apartheid can now attend a college set up especially to meet their needs.

The Solomon Mahlangu Freedom College, established in Tanzania last year, has 160 pupils and plans to take between 2,000 and 3,000 by 1985. It was founded by the African National Congress, the main liberation movement of South Africa, on a site formerly used as an ANC transit station for South African students going on to complete their education in other countries.

Thousands of students, some as young as nine, have fled from South Africa since the uprisings of 1976, which were led by schoolchildren. An estimated 2,000 made their way into the border in the first 12 months after the protests, and there are currently several hundred young black South Africans in Lesotho waiting for air transport out over South Africa.

Students who contact the ANC select to go for military training, or to further their education. Before last year, all students who wanted education had to go to schools and colleges in sympathetic countries such as Zambia, Cuba and Nigeria. Now some go to the new college at Masibulu, north-west of Dar-es-Salaam.

They follow a ANC-designed curriculum which mixes academic and vocational training, and includes study of the history of the struggle against apartheid.

"We are teaching politics there,

let me be very frank". Mr M. W. Wilce, Principal of the college said on a recent visit to London. The college's political attitudes are based on the ANC's Freedom Charter, adopted in 1955, he said. This says "The aim of education shall be to teach the youth to love their people and their culture, to honour human brotherhood, liberty and peace."

One of the main purposes of the college was to train skilled black manpower for a future Azania—a liberated South Africa, Mr Njobe said.

Land for the college was donated by Tanzania and money has been given by Scandinavian development agencies. Construction work is being undertaken by pupils and staff, who also grow their own food, but the college is short of stationary and teaching equipment.

It also needed sports and recreational equipment. "This might not sound like a priority, but the type really traumatic experiences and has a lot of emotional problems. Sport can offer a kind of cooling down," Mr Njobe said.

Students often arrived at Masibulu with only the clothes they were wearing. He knew of two young men who had died on the trek through the bush out of South Africa, and students at the college were often homesick, or had problems coming to terms with the fact that freedom was not all they had hoped for.



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LETTERS

The instant mathematician

Sir,—The shortage of mathematicians joining the teaching profession, which has been with us for a number of years, now seems to be reaching a critical state as evidenced by the figures recently published of the small number of mathematicians preparing to undertake teacher training.

In October 1976 this sorry state of affairs was brought to my attention by a course offered by the West London Institute of Higher Education. The college advertised a DES one-year course for conversion to mathematics, intended for teachers wishing to take responsibility for secondary school mathematics who have or have not experience in this field. The course was claimed to induce or deepen the study of modern mathematics and computing.

Intigued by the possibility of becoming an instant mathematician, I wrote for further details, stating that I was a 47-year-old unemployed, qualified teacher of history and general studies. I informed the college that I had never had any ability at mathematics and had not done any maths since leaving school. I said that I had noticed in the classified advertisement section of the TES, that there were always more vacancies for teachers of mathematics than of my own subjects, and that if I could obtain some recognized qualifications in mathematics I would be able to get a job again.

I was hardly surprised to learn from the college that the course was designed for people with my lack of grasp.

In fact I am a mathematics graduate, and as a head of department my real interest in inquiring about the course was to try to evaluate the quality of the "new breed" of prospective mathematics teachers. My impression from the above is that in order to fill this course this particular institute is willing to take anyone irrespective of background or experience. It seems highly unlikely that "my applicant" would have strengthened mathematics teaching. Presumably the sufficiency of the "new breed" has passed through the sieve of a shortage of mathematics teachers will have been eliminated, as has on paper. We will then have a mathematics, etc., expounding the per cent of all mathematics teachers "qualified". This final result is the shortlist in the book fits me with nothing but despair.

DR L. E. HARDY, 25 Stanley Drive, Humberstone, Leicester.

Challenge to nursery work

Sir,—Members of the Early Childhood Education Group of NAEA wish to express their concern about Dr. Barbara Tizard's statement as reported in the TES (Nursery Need Complete Overhaul—Psychologist, January 11). Critical appraisal and keen analysis of both practice and theory is part of the adviser's function. We do value research, but sound assessment is impossible until the material is published and its validity examined. Dr. Tizard has made generalizations about what nursery teachers think. Such generalizations can only be based on large national samples.

Nursery teachers are expected to consider curriculum, forward-planning and assessment. Language programmes can only be effective if they are planned according to the needs of the individual child, and those of the area. There is plenty of evidence of such planning.

It is generally agreed that the early years of childhood are of great importance. Most nurseries are fully aware of the essential contribution of parents and involve them closely in the daily life of the school. In their turn, parents are appreciative of the value of nursery education as recent strong public support has shown.

The present financial restrictions make any non-statutory provision a prime target for reduction. Dr. Tizard's anger at being misinterpreted by those who certainly will use her statements to justify further cuts, seems curiously misplaced and unfortunately timed. What does she expect?

During the last decade we believe that there was healthy growth in both provision and expertise and we would urge our competent and professional nursery teachers and nursery nurses to have confidence in the real value of the work they are doing, while remaining self-critical and open to fair challenge.

MISS JEAN PRINGLE, Birches Lane, Leek, Northwich, Cheshire.

Conferences can be cheaper

Sir,—You are clearly right to raise the question of the effects of inflation on conference fees, for I am sure that the full effects of inflation have not yet worked through in many conference venues, but will soon and of high VAT rates must cause all of us concerned with continuing professional education and career development considerable worry.

However, do not be too gloomy. After an otherwise impressively accurate and clear account of the detailed proceedings of the conference, your "Conference Notebooks" (January 11) included some vast inaccuracies. You quoted "£160-£80 in fees and £75 board and lodging". Actually the total fees were only £135, plus the inevitable VAT. This is hugely lower than your total (especially as I.e.s. reclaim the VAT in full from the Inland Revenue).

Accommodation fees are actually somewhat higher than you quote, and must, of course, be paid for the lecturers (in this case 11, who throughout the conference at conference staff. Lecturers were paid only one-third of the figure you quoted for their lecture. You rightly point out, typing, administration are becoming expensive; for instance, post, phones, and printing are now high cost items. But please keep in mind that the cost of a conference, even though their costs are often lost in larger institutional budgets.

I need hardly add that your comparison of the total income twice as high as the real figure.

Simpler conferences can be held at cheaper rates, and this was certainly a very complicated one. My ventures later this year have not been so successful. But please keep in mind the VAT in print—during your absence from the scene educational advancement had to swing to a daily paper at twice your rates.

MICHAEL MARLAND, Compton Terrace, Walsingham, N1.

Heads as lynchpins

Sir,—It is worrying to think that a trade union leader closely involved in the Clegg administration could make such an ill-informed remark as: "They (ward sisters) were seen as the lynchpin of the nursing profession. The head teacher is our ward sister." (Heads Could Win Extra Pay Rise, January 11).

A ward sister organizes and manages her specialist ward. She has a few nurses and auxiliaries to assist her but is herself very much involved with many practical aspects of the work; as such she is considered as a "first line manager". Above the ward sisters, however, are the various administrative posts of nursing officer which are rarely involved in the actual nursing.

To continue this comparison between the teaching and nursing professions, it is quite clearly that the equivalents to the ward sister, as the lynchpin in schools, are the heads of department and house, while the head teacher is cast far more in the role of an administrator than nursing officer.

May I conclude by pointing out that whilst ward sisters were recognized by Clegg as deserving the largest increases, based on the comparability study, the higher administrative posts were awarded little or no increase. Can "first line management" teachers then expect similar treatment as the lynchpin in schools?

DAVID CLEAR, Field Boarding School, Oaker, Essex.

Little contact with pupils

Sir,—The comparison of head teachers to ward sisters (Letters, January 11) hardly applies to head teachers in the secondary sector, who have little contact with pupils in the classroom. More realistic comparisons would be with the head of department who in recent years has been steadily pushed into a secondary position behind the head and administrative staff.

In many schools of average size there are no Scale 4 appointments available for academic heads of department. Clegg should note that authorities use the minimum Scale 4 appointments that adequate developments.

P. T. WALTON, Norwich Road, Taconstone, Norwich.

LETTERS

Wild about No to pidgin French

Sir,—When I read that Harry Rée was to write an article explaining why modern language should be excluded from any core curriculum (Features, January 11) my heart leapt over. Ever since he wrote that little piece about bounding kangaroos out of schools, I have had a bit of doggerel rhyming Shelley-like through my brain:

I met Murder on the way
He had a mask like Harry Rée.
Why I am wild about Harry Rée
For a pre-emptive swipe at a dragon
which on the day slinks forth from
Carlisle as the "house-trained
beastie" we know best, but
because he will flail about himself
insisting to all and sundry not
merely that the linguists are the
only ones left up there on the
rostrum conducting an increasingly
resolute choir, but also that this is
the proper way to do it.

Teachers sensitive to learning and language have long known that to conduct a magisterial dialogue with 30 pupils is to wrestle with a monster, and have struggled painfully to find less forbidding alternatives. What has happened is that modern language teachers are thus so many of them are beginning to come to terms with the problem. Although it is obvious that language learners have to be presented with language before they can learn it, it really will not do to imply that language must be mediated through the teacher alone all the time. It is my guess that kids are turned off French, not because they will never need it in France (how can they know this) but because they never use it in class for purposes which they understand and approve and which have anything to do with what they intuitively know language to be about.

Harry Rée's alternatives for the first three years—gobbets of phrasebook Spanish/French/Serbo-Croat, plus a bit of grammar and a few snaps of the Costa Brava—seem to me the fruits of a logic of despair: as we have been singularly unsuccessful in persuading children to want to gain a five year competence in the useless skills demanded at O level in one language, we should now change tack and offer them three years of incompetence in several. Such a dilution of the curriculum for all pupils is in nobody's interest. What we have to do is to sort out how to teach modern languages for communication.

DR R. DUNNING, Lecturer in education, Tutor in modern languages, Leicester University.

A bad thing, Mr Carlisle

Sir,—I hope careers teachers will be wary of Mark Carlisle's approbation for the suggestion that school-leavers are asked to choose between going into good jobs in industry and commerce. Apart from the dreary philistinism, Mr Carlisle is wrong to think it "a bad thing".

A good job means a good employer, and training, and good employers (even in industry and commerce) cannot be too choosy about the quality of their recruits. Pupils of today will go on studying to the limit of their academic potential, to be recruited for graduate training schemes specifically tailored to their ability level. A-level entry schemes mounted by the best employers are intended for the less able: those of university potential are therefore only too likely to find that the training provided will not develop or stretch their capabilities, and they will all too quickly become bored and frustrated.

Nor is it in their long-term interests: a degree provides a better basis with which to face the career changes which may well meet even the most able in the future; it gives considerably wider and more flexible career choice than lower-level qualifications, as so many professions are now moving to all-round training entry (including Mr Carlisle's own) or close to it. A degree means that professional examinations are more easily passed, training periods shorter, and promotion accelerated. The highly qualified are not so subject to unemployment as other groups, and the majority of graduates in most age groups continue to have higher earnings than non-graduates.

Mr. Carlisle's remark is even more surprising in a week when Flanniston demonstrates the need to increase the flow of graduates into industry—if manufacturing is to compete in world markets. In fact, Flanniston reports that nearly 30 per cent of Japan's school-leavers enter higher education. Is it chance or good enough for the DES to be satisfied with under 12 per cent?

Or is Mr Carlisle trying to depress even further the uptake of higher education places?

LINDSEY SEGAL, Editor, Careers Encyclopedia (Cassell), Which Degree (Haymarket Publishing), London.

Waiting for UCCA

Sir,—Members of upper sixth throughout the country are waiting. UCCA forms complete with head-teachers' confidential comments brought some of them immediate replies from first choice universities—often at anything from BBB to RE (from those provincial departments who ape Oxbridge and really want a particular student).

After the results of the so-called "Oxbridge lottery", some of the brightest have collected "provisional" rejection.

Heads, senior staff and pupils speculate each autumn—will X university or department mind being second choice to Oxbridge, or will they think I'm bright and be pleased? Will Y university reject being lower than Z? Will P interview me? Will R give me essays with me? Will S give me tests when I get there after an early start and a long winter journey in a strange place, before or after an interview with one, two or three lecturers? Dare I risk S when, last year, a boy who asked AAB was rejected without interview?

Standardization would make life dull, but could not university prospectuses be more informative about the grades expected, the possibility of interview, and more honest if a department intends to ignore candidates who do not name it first choice?

Most students eventually find a university place, but the better candidates are troubled most, and they have a right of final decision. Is there any way to reduce the uncertainties short of handicapping selection by the universities?

P. E. HATTERSLEY, Whitecliffe Mount School, Cleckheaton, Yorkshire.

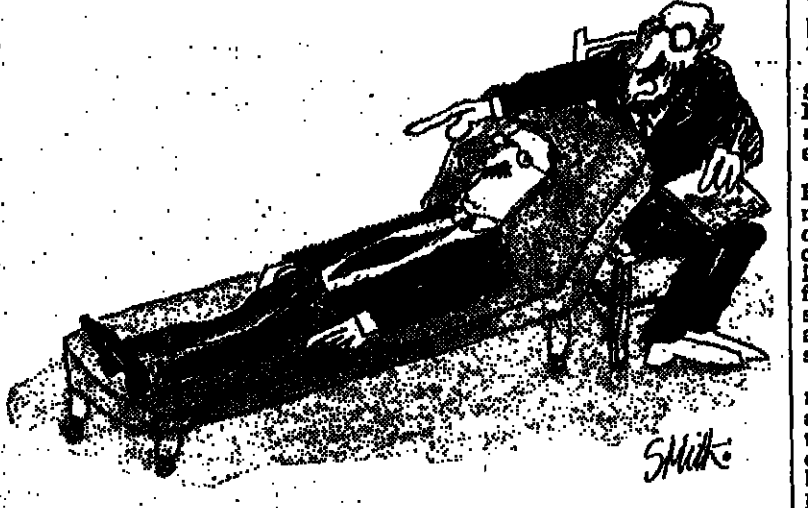
Abuses of literacy

Sir,—Congratulations on Biddy Passmore's front-page report (January 4) on the dramatic cuts in local authority schools library services.

The Library Association's School Library Resources Centre Sub-Committee, of which I am chairman, offers all help to any union, association or local group campaigning in the school books and resources field, and will gladly supply speakers, information or other assistance on request wherever possible.

Our nation already possesses two million functionally illiterate adults. We cannot possibly afford to increase their number by cutting down the very resources from which literacy develops.

NORMAN W. BESWICK, Librarian, London University Institute of Education.



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review

The State of the Language. Edited by Leonard Michaels and Christopher Ricks. University of California Press in association with the English-Speaking Union, San Francisco Branch £7.95. 520 03763 4.

This bumper anthology, made up of contributions from no fewer than 64 writers, and bearing the lengthy subtitle, "An exceptional gathering of British and American observations on English as the sensitive register of our ideas, feelings, and manners at the beginning of the nine-teen-eighties", is a very mixed bag. We have to sort it out as best we can, since the joint editors give little idea in their brief prefaces of the intentions behind the enterprise.

Professor Ricks, on the English side, makes the traditional and unexceptional point that language is a contract between the individual and society, and that this contract needs constant reexamination. Professor Michaels, for America, implies that language requires criticism, and strikes a surprising horticultural note with the rhetorical question: "But what flourish does so well under criticism as our English language? Only our rose-bushes, perhaps, which the world knows we love". I should have thought that any language, and especially English, makes one think of a banyan-tree rather than of a prunable rose-bush.

But neither editor tells us how far the articles were commissioned according to a plan, or whether they were assembled from disparate sources and roughly grouped into categories under approximate headings. Perhaps both processes were followed at once, and the editorial committee rather lost its sense of direction.

The classification of the contributions is uncertain. To quote only one example: Ian Robinson's study of British parliamentary language deals with exactly the same subject as Enoch Powell's discussion of the language of politics and, since the two pieces suggest contradictory conclusions, they would have been more telling if set side by side; but the first is given in the section entitled "Priorities", and the second under "Ways and Means". Then, the articles are written on different levels. The very good ones, as might be expected, are at once descriptive, analytical and normative, but the less good, of which there are quite a few, tend either to be flatly descriptive and short on analysis, or to moralize about language without providing adequate justification for the principles they enunciate.

language is, ultimately, the most democratic of all institutions... because what the majority decide inevitably becomes law

In the descriptive class is a conscientious listing of the uses of the vocative in English, from Alice's address to the mouse—"Oh Mouse!"—to the possible invocations of the Lord God. But there is no comment on the fact that certain forms of hailing have become impossible. I doubt whether a poet could now exclaim: "Oh, who's the wind!" or "Stern Daughter of the Voice of God!"—the interesting, but unposed, question is: why not?

In the over-normative group are those writers who tend to assume that there is an absolute right or wrong in language. Even Mr Kingsley Amis, who makes some very sound remarks about the semi-literary rife in politics and journalism, slightly overplays his hand, I think, in being fierce about the Germano-Americanism "hopefully". I find it as un-English as he does, but it could possibly fulfil a need, and if it catches on permanently, it will become part of "correct" British English, like a myriad of other foreign borrowings, neologisms and semantic shifts. Language is, ultimately,

Under the spreading banyan tree

John Weightman
on the English language now

the most democratic of all institutions, at least among speakers of the same dialect, because what the majority decide inevitably becomes law.

The question of "hopefully", which presumably does not bother the Americans, points to one striking gap in this Anglo-American volume. It contains no discussion of the present state of the Great Divide between the two main brands of English. More than half the contributors are American, and I can tell which they are without referring to the biographical notes at the end of the volume. Not only do they use expressions which jar just as much as "hopefully", such as "to protest" with a direct object ("to protest a decision"), but the whole movement of their style, the balance between direct assertion and irony, or between legitimate seriousness and pomposity, is different from what one finds in British English, however much the writers may vary among themselves, as of course the English contributors do on their side.

I would have expected some major article on precisely this issue: does it matter that I can spot an American by his tone, as he could no doubt spot me? Does it mean that we are thinking in radically different ways that need analysis, even though, technically, we are using the same language? Curiously enough, instead of insisting on this vital point in connexion with the linguistic areas it covers, the volume tends, if anything, to fudge the differences between the United States and Great Britain. It offers a descriptive account of British prison slang, but no comparable study for America; it contains a brilliant description of advanced Californian English by Professor David Lodge, but no assessment of modish British English. These incoherences give it the character not of an organized collection but of an intriguing lucky-dip, which provides answers to some of the questions—but not perhaps always the most important—that we would like to ask about the present state of English.

Leaving aside, for reasons of space, the fascinating issues raised by the excellent articles on modern Anglo-American art, the present state of philosophical English, language and social change, language and homosexuality in America, etc, I propose to comment on only one major problem, the current uncertainty about the standard idiom. I should mention, incidentally, that several interesting contributions—on Russian views of English, language and television, computer-languages, etc—have really nothing to do with the current condition of the language

as such, and would have been more at home in some different collection.

There is one obvious fact about Anglo-American which makes it unique at the moment: it is well ahead in the race to be the global human medium. Not only is it the language of America, England and the former dominions, it is the *lingua franca* between the major powers, and the external linguistic vehicle of innumerable minority communities whose native speech has no general currency. I find it an eerie thought that so many of the political adversaries of England and America must converse in an approximation to the Queen's English, and sometimes even in exquisite Oxford-cum-Harvard, to hatch their knavish plots against the Queen's Majesty and our remarkable ex-colony. Judging by the lip-movements, it seemed to me that Mr Gromyko and a now liquidated Afghan leader were chatting amiably in English in a silent sequence of a recent TV film, and I also suspect that Valéry Giscard d'Estaing and Helmut Schmidt consult each other in English about how best to restrain Mrs Thatcher.

The far-flung nature of English must mean that it exists in many more varieties than Russian or Spanish, and perhaps even than Chinese, that it is subject to many more foreign influences, and that it raises the problem of the relation of its speakers to any hypothetically standard idiom in a particularly acute form. This is, in fact, the theme running through several contributions, although it is not specifically stated in these terms.

Professor Denis Donoghue and Mr John Dillon write about the Irishness of being English-speaking Irishmen, brilliantly fluent in a language which, they feel, is fundamentally not their own. Several Americans describe the pains and pangs of a first-generation transition from Yiddish, Spanish, Chinese, Japanese, etc, to English. One black contributor, whose name—Geneva Smitherman—sounds like a challenge in itself, begins her article uncompromisingly with the sentence: "Aln nothin in a long time lit up the English teaching profession like the current hassle over Black English" and continues in the same vein. Miss Angela Carter, reflecting a mood which is not confined to English-speaking women, restates the feminist case against the foreignness of male-dominated language, I sympathize with all these people: I have spent all my adult life working in two languages, French and Standard British English, neither of which is native to me; I know the yearning for a native language that would be an immediate

extension of one's being and a universal recognized mode of expression, but I have concluded that it was a linguistic illusion. Most of the English-speakers in the world start off from some kind of dialect, if not from a different language, and the "standard" form they adopt is not simply a general construct; it is the passport to a wider civilization, and they should have the sense to accept gratefully from the millions of the day of whatever race or class, who have had it what it is.

When Ms Smitherman, writing so scientifically in Black English, says a standard American, "It ain't even a ball-game", she is using a pseudo-American idiom to betray the weakness of her argument. Either American Blacks are content to live only inside their community, in which case Black English will suffice, or they want to be part of the nation and should be prepared to learn, at least as a second tongue, a language shared by multi-racial America and the rest of the English-speaking world. The point is well put, if a little too morally, by John Simon, an opponent of Ms Smitherman's views, who says "Black English has a perfect right to exist; it just hasn't the right to deny Standard English". Actually, it has the right, insofar as it manages to assert that there is already a Black, as well as a White, element in current American. But English may contribute to the nation language; it cannot replace it.

only inner silence
is native to the mind;
language is,
an acquired, mysterious
sign-system

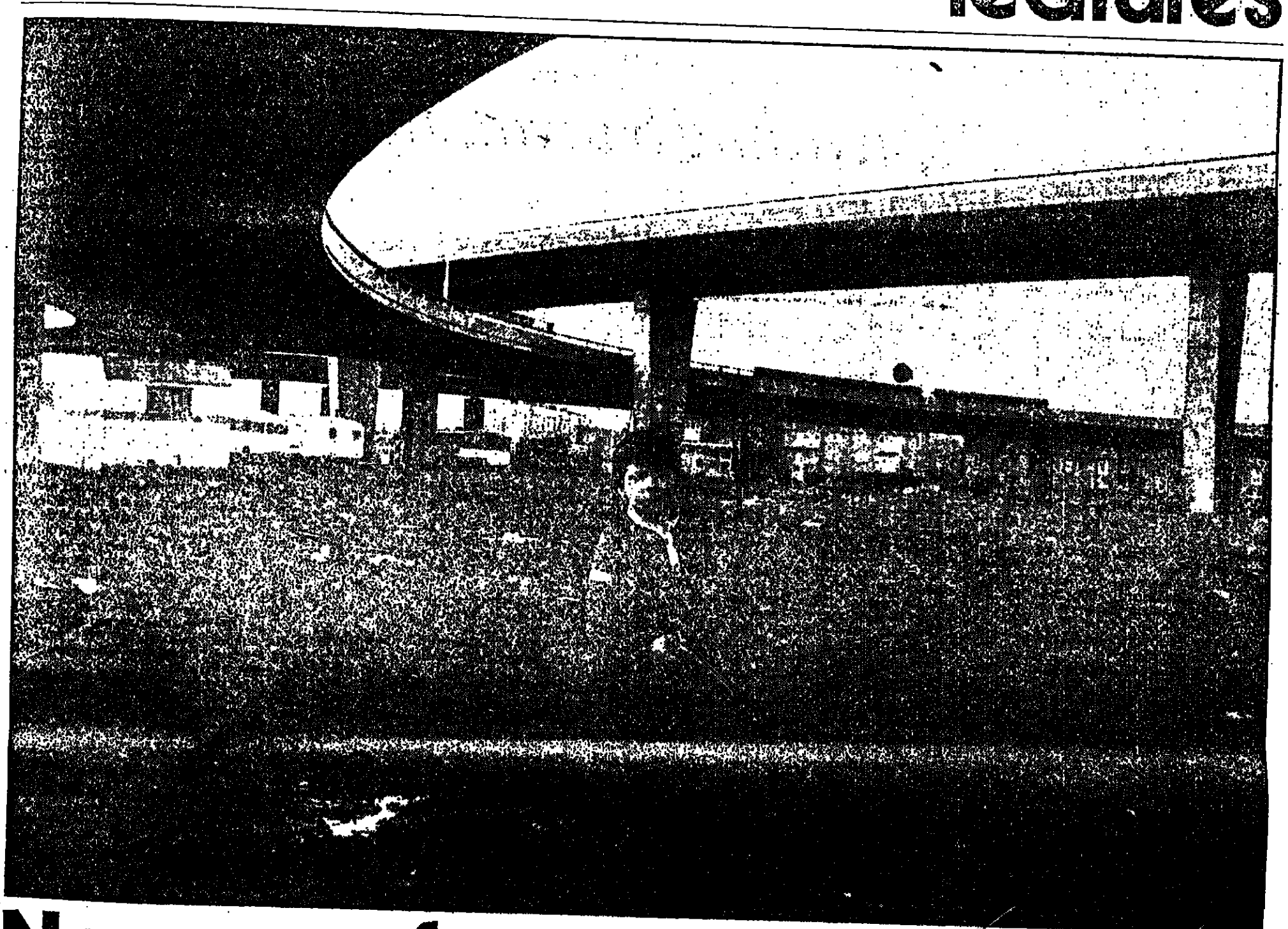
The dilemma of the standard language as upheld by people like Mr Simon or myself, who might be stigmatized as conscious pedants, is that it exists not through the creation and deliberate propagation of rules, and that these rules are under constant and necessary attack from the surrounding linguistic chaos, which is both destructive and creative. In the end, the pedant is always defeated, the sense that the rules gradually change and not always for the better, although deciding what is better or worse in language is often a delicate matter, because "simplification" may be crude and "complication" a source of advantage. For instance, should we, or should we not, regret the passing of the distinction between "shall" and "will", excellently analysed in a long article by Julian Zeld Boyd? The most we can say is that any great cultural language can only benefit from the existence of a body of pedants, fighting a rear-guard action and trying to winnow the innovations from the destructive, thus influencing the consensus which will, in the end, decide.

In this connexion, there are two bright present, but not clearly formulated, in this volume, which need to be brought to light and dispelled. The first is that the standard language necessarily belongs to the "Other", the Establishment, the privileged, etc. This is something I myself have felt very strongly on occasions. For instance, in listening to a well-spoken judge ceremoniously admonishing a criminal who understands only an illiterate dialect. This is a painful experience, for one which, on reflection, merely illustrates the psychological blindness of the judge.

It is not the existence of the standard language which is wrong, but the fact that the criminal has not had access to it. The standard language does not "belong" to the judge; it is there to be acquired by anyone, even by the illiterate criminal. It is young enough to set his mind to the task. As Shaw's *Pigmalion* so brilliantly demonstrates, the standard language is everyone's property, and should be the central democratic ideal of education. It is a superstition to suppose that it is more genuine and near-inalienable than dialects, gruff talk, and near-inarticulate mess are more genuine and Left-Wing than the standard. They have their value,

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features



No cause for concern?

On the eve of publication of a major DHSS report Rick Rogers examines the conflicting arguments about the effect on children of lead pollution, and reports on the campaign to persuade the government to change its policy

Lead is poisonous; it can harm people and it can kill. That is the one indisputable fact in the present controversy over the effects of lead pollution on children.

For a bitter struggle has developed between groups of parents, teachers and scientists on the one hand, and oil companies, civil servants and the Government on the other, over the level at which lead pollution becomes harmful, and the most critical sources of that pollution. Scientists, psychologists and doctors are deeply divided. However, both scientific evidence and public opinion are increasingly pointing firmly to the view that as a society we are tolerating too much lead for our children's good.

Once, the world's lead was buried in ores under the ground. But a useful metal like lead has been extracted and used for several thousand years. By the second century BC its toxic or poisonous qualities were acknowledged; lead poisoning was common in the ancient world. The Romans employed lead extensively for water piping.

problem, both in the home and at work entailing the use of lead.

Since then, the incidence of both domestic and industrial lead poisoning has declined dramatically through improved safety and hygiene measures. In 1977-78, according to Health and Safety Executive figures, 35 cases of occupational lead poisoning were notified under the Factories Act; one was fatal. More stringent regulations for the control of lead at work are being produced by the Health and Safety Commission. In 1975, 65 children under 14 were admitted to hospital with lead poisoning.

Although it is estimated that the total amount of lead to which the general population is exposed has been considerably reduced—notably in food and drink—lead remains one of the most commonly used metals in our society. Moreover, contemporary urban populations are expected to tolerate a high level of lead inside them.

In humans in the USA and the UK is 500 times greater than that in the bones of Peruvians who died 1,600 years ago.)

Dangers still exist because lead is affecting us in ways more subtle and hitherto unlooked for than the previous more straightforward forms of lead poisoning. There is more lead in the environment; the level of airborne lead is increasing; and this is due primarily to the use of lead in petrol, which accounts for most (more than 95 per cent) of the lead content in the air.

Indeed, the environment is now having to accept, and cope with, a "considerable burden of toxic materials". For example, according to the *Digest of environmental pollution statistics* published in 1978 by the Department of the Environment (DoE), "emissions of pollutants such as lead, carbon monoxide, hydrocarbons and oxides of nitrogen from petrol engines rose by about 20 per cent in the six years 1970 to 1976".

Lead poisoning damages the central nervous system, the brain, heart and kidneys. It can cause anaemia, severe abdominal and muscular pains, lethargy, hallucination, paralysis and coma. Sometimes it is fatal.

Children are more vulnerable to lead pollution than adults because of the immaturity of their brains and nervous systems, and because they can absorb lead more easily and quickly. The most common way of testing for the lead content of the human body is to find the concentration of lead in the blood (the blood lead level). Children show symptoms of lead poisoning at blood lead levels lower than adults.

More worrying, there is growing evidence that children can suffer the effects of lead poisoning without their blood lead level reaching, or even getting close to, the officially accepted "danger" level. For example, a recent study in Pittsburgh concluded that young children can absorb between five and 10 times as much lead as adults without showing corresponding elevated blood lead levels.

The distribution of lead in a child's body tends to be different from an adult's. Children have relatively more lead in the soft body tissues as opposed to the bones or the blood. Some scientists believe this could explain why children respond more readily to lead. There are also indications that children tend to get rid of lead in their bodies less easily than adults.

Recent studies on children have tended to use samples from their teeth to check for lead level. This is reckoned to be a more accurate indication of a child's "total body burden" of lead, since teeth retain lead longer than blood. In effect, teeth reveal a retrospective or previous exposure to lead; blood reflects present exposure only (up to three months).

Countries differ over what blood lead

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features

Continued from previous page

levels are acceptable as "normal" for adults and children. The EEC directive on biological screening of the population for lead has an upper limit of normality of 35 micrograms per 100 millilitres of blood (35 µg/100ml). But in the USA, upper limits of normality have been revised downwards since the late 1960s from 40 µg/100ml to 30 µg/100ml—and the United States Environmental Protection Agency has recently recommended that the mean blood lead level of children should not exceed 15 µg/100ml.

Derek Bryce-Smith, professor of organic chemistry at Reading University, has stated that "it is difficult to obtain suitable treatment in this country for children having blood lead levels less than 40 µg/100ml, in view of the widespread but erroneous belief that a threshold of effect exists and that no child is at risk if the blood lead level is below 40 µg/100ml".

That is the nub of the argument. For the issue is, at what level does the intake of lead begin to harm people—and children in particular? There is a growing body of evidence that a threshold level of lead (a point at which harm is being done) in a child's body does not in fact exist. Rather, the effect of lead is a continuum, and damages brain and nervous system at much lower levels than the generally accepted "danger" limit where clinical symptoms become apparent.

These lower level effects, especially with children, include hyperactivity, an inability to concentrate, a reduced IQ (one study has put it at a loss of 5 per cent), poor learning ability, psychological and behavioural disturbance. Pre-school children and fetuses in pregnant women are reckoned to be particularly vulnerable. In short, lead creates educational disadvantage.

While children absorb lead from a variety of sources, lead in petrol is causing most concern at this time. What then are the facts (so far as we know them) of each lead source—and what action has been taken to reduce the risk?

Lead in food

Lead contaminates food (both vegetables and animals) to some degree through the air and the soil. Canned food contains higher lead levels than fresh food since, for example, lead solders are frequently used to seal cans.

Food can also absorb lead if stored in pottery with glazes that contain lead. Commercial pottery is lead free; some amateur glazes are not—so it is worth checking that any handmade pottery to be used for food or drink is lead free.

Local authority environmental health officers are frequently testing vegetables grown in gardens and allotments near busy roads. They are often found to have unacceptably high lead content. For example, tests have been carried out by Birmingham council near the M1 Gravelly Hill ("spaghetti junction") interchange, and by Slough council in allotments by the M4.

Last year the Mole Valley council in Surrey became the first authority to test for lead pollution before a motorway was built—testing "vegetables" grown within 25 metres of the proposed M25 extension. The chief environmental health officer said that "if the road is to be built we would need information prior to its completion on lead levels in home-grown vegetables for comparison". The results should be interesting.

It is generally accepted that we absorb the majority of our lead from food and drink—and this fact is often used for rejecting the claims of the seriousness of lead in petrol. But this reasoning is becoming less convincing as more studies show that food crops are deriving a greater proportion of lead from petrol fumes.

Crucially, two projects (one in the US and one in Denmark) have revealed a significant increase in pollution of plants by leaded petrol fumes. A 1972 study in California concluded that "if lead were removed from gasoline, there would be an immediate decrease of about 80 per cent in the lead content of crops, with a subsequent decrease in human exposure" (Michael Rabinowitz, in *Chemosphere*, No 4, 1972).

It has conventionally been maintained that contamination of crops from airborne lead is of no great significance, because such contamination ceases after 100 to 200 metres from the road. But a Danish study has found that lead taken up by

grass in a "remote" rural area is predominantly from the atmosphere.

The study was undertaken 5 km from any kind of industrial plant, and 1 km from a main highway (22,000 cars every 24 hours). The area was surrounded by agricultural farmland and forests. The research found that lead from the atmosphere was responsible for 90-95 per cent of the total lead content in the grass (Tjell, Hovmand and Mosbaek, *Nature*, August 2, 1979).

Scientists at the Atomic Energy Research Establishment at Harwell were so impressed with this study that they have instigated a crash repeat of the research, that will take them two years to complete. An earlier Harwell study in 1978 had concluded that airborne lead dispersed and fell off rapidly between 20 and 40 yards (18 to 36 metres) from a motorway, but conceded that the technique used was not applicable to long-range efforts.



Lead in water

Lead gets into our water supply primarily from the lead used for piping and water tanks. The lead dissolves in the water—notably in soft-water areas. There is much less risk in hard-water areas. Older buildings are more likely to have lead plumbing, as rising costs have meant a considerable reduction in the use of lead since 1945.

The average amount of lead in Britain's water is 0.02 mg per litre, and the average human intake of lead from water is 0.28 mg per week. (The World Health Organization, WHO, recommends that a person's weekly lead intake from all sources should not exceed 3 mg.)

The WHO limit for lead in water is 0.1 mg per litre, but the EEC has just recommended a limit of 0.05 mg per litre, and a new directive insists that action should be taken if the limit exceeds 0.1 mg—WHO's recommended maximum.

In 1975-76 a national survey by the Department of the Environment revealed that almost 2 million homes in Britain were likely to be exceeding the EEC "danger" limit of 0.1 mg—and a third of those homes could be providing their occupants with the daily maximum limit of lead recommended for all sources through the water supply alone.

A recent study in Glasgow (Moore and Goldberg) measured the water lead levels in the homes of 77 mentally retarded children, where no cause had been found for their disability, and in those of 77 normal healthy children. They also measured the lead in the water of the houses lived in by the mothers during pregnancy.

The lead concentration in the water was significantly higher for the mentally retarded group. A child was twice as likely to be mentally retarded if the water lead level in the house during pregnancy, or the first year of life was more than a certain limit—800 mg/litre. So impressed was Glasgow corporation by the findings that immediate steps were taken to remove all the lead plumbing from the houses affected.

Replacing lead pipes is expensive, and no official aid is on offer for doing so. A new survey of water in Britain by the Consumers Association recommends that grants should be made available specifically for replacing lead piping, and that people in soft-water areas (for example, Wales and Glasgow) should always run the tap before taking water for consumption, especially by young children and babies (Which, January 1980).

Lead in paint

In the late 1960s, leaded paint was the prime cause of a large-scale incidence of high lead levels in American children. "Lead poisoning due to eating of peeling lead paint on dilapidated houses by children with pica had only begun to receive long overdue attention. . . no one had suspected that undue lead absorption was so widespread among children. When it was discovered that most of these children had no overt symptoms of poisoning, lead

poisoning suddenly became problematical and controversial" (Jane Lin-Fu, *New England Journal of Medicine*, March 1979).

That was the beginning of explicit serious doubts over accepted opinion on lead pollution. Some countries, such as Germany, banned leaded paint decades ago. In the USA and Britain, voluntary agreements were made between Government and paint manufacturers to reduce the level of lead in paint, and to print warnings on cans of leaded paint.

In Britain, paints with a lead content of 1.5 per cent (subsequently reduced to 1 per cent) were obliged to carry a warning label. But in 1972 a survey in Birmingham found that many high-lead paints were not carrying the warning.

Monitoring lead levels and the placing of warning labels is left to the paint industry itself. Under an EEC directive due to come into effect shortly, Britain has agreed that warning labels will be attached to cans with a lead content of 0.5 per cent.

In October last year, the American Center for Disease Control reported that the number of children aged one to five identified with lead poisoning had risen 41.1 per cent during a three-month period (compared with the same period the previous year). One of the Center's scientists, Vernon Houk, again blamed "deteriorating homes, heavily coated with lead paint". The United States has recently announced it is banning all lead-based paint.

Peeling paint (especially old paint) can be a source of lead poisoning in children, as can painted toys and surfaces that children tend to suck or chew. Modern British toys are manufactured under rigorous "anti-lead" conditions, but old toys and some foreign-produced toys are still potentially risky.

People need to take precautions when stripping paint off walls at home. Demolishing old buildings releases lead dust into the air—an additional reason, along with the physical danger, for keeping children away from demolition sites.

Lead in the air

Most lead in the air comes from petrol fumes. Children can pick it up directly from car exhausts—young children are almost level with the sources. They also pick it up from dust in the street or school playground, licking sticky fingers and so on. Junk objects are also a likely source, and gipsy children whose parents deal in scrap metal are especially vulnerable.

Last year, Greenwich council found that children living on a caravan site in SE London had blood lead levels well above the accepted United Kingdom norm. High levels of both lead and cadmium had been found on the site, and had come from the car fragments and domestic appliances collected on the site to sell as scrap. A 1978 Harwell study in West London concluded that metal scrap yards were "extremely significant" in raising local lead levels.

Industrial plants also affect local levels. For example, in 1978, children at a south-east London primary school near a lead smelting works suffered nausea, stomach pains and headaches. Two DOB surveys of children at the school in 1972 and 1977 had revealed no abnormal blood lead levels.

It was claimed there was no cause for concern. In July, 1978, the head teacher was calling for a public enquiry because of the children's symptoms, and her fear of "an alarmingly high lead pollution level at the school".



Lead in petrol

Lead is added to petrol as an alternative to better refining. It is said to improve the quality, efficiency, performance, and resistance to "knocking" which

can damage car engines are all added. There is only one UK manufacturer of lead anti-knock additive—Associated Octel, based at Mere Port in Cheshire, a private company owned jointly by five oil companies: Shell, BP, Chevron, Texaco and Esso.

The present maximum UK limit on the amount of lead in petrol is 0.6 g/l (from £70m (for fitting lead filters in cars) to £200m (for producing lead-free and an EEC directive, the British Government has agreed to reduce that level to 0.15 g/l by 1984. While Britain is by no means the worst producer of high-lead petrol, it lags well behind many other countries.

West Germany has a limit of 0.1 g/l. Lead-free petrol is available at all motor stations, and the financial and health, that have lead content of all US petrol has been claimed would accrue from lower-lead petrol. Sweden is about to ban leaded petrol.

In 1972, "as a precaution", the Government began to reduce the lead limit from 0.6 g/l (most petrol) to 0.45 g/l (the current 0.45 g/l). The oil companies to ensure that the lead content of petrol would not exceed 0.45 g/l, the Government would end (over 2,000 wild fowl) the lead content of petrol.

But the West German experience has thrown doubt on the validity of the Government's extreme caution. In 1971 West Germany brought in legislation (effective from 1976) reducing the lead content of petrol to 0.15 g/l (the recommended EEC limit). The overall impact on the environment has been estimated by the oil companies to be negligible.

Several reasons produce the lower-lead petrol were set up to monitor the DM277.5m—a quarter of their original levels of adults and children estimates.

No refineries had to close down, and these and other studies have all cooperated over the new regulations. They needed seven years to deliver the results. The extra cost to the consumer was reckoned to be minimal, particularly when compared with the effect on the price of petrol by other factors.

The initial result, according to the Ministry of Interior, has been a 50 to 60 per cent reduction in the lead content of West German urban air.

The year 1979 also saw a series of key findings which created a shift in the balance of evidence. A pilot study in West Germany by Gerhard Winneke produced findings (based on tooth lead levels) that confirmed, if cautiously, a link between airborne lead and the behaviour and intellectual ability of children.

High-lead children were more impaired in manual and visual coordination and in oral time, despite the 20 per cent reduction in the emission of pollutant lead.

An Australian study done in Sydney (Garnys, Freeman and Smythe) found similar links between high-lead levels and children's performance and behaviour in school.

But the most significant findings so far have come from the United States. The Needleman study (March 1979) carried out in two New England industrial towns used the most rigorous and sophisticated research methods yet. Children with high lead levels (again using tooth) performed less well than those with lower lead levels in terms of being easily distracted, persistence, ability to work independently, following instructions, organisation, impulsiveness, hyperactivity, daydreaming, and frustration.

The study also found that the children's performance steadily and measurably deteriorated as their lead level increased. Lead levels were similar to those found in an extensive survey of the milk-teeth of Birmingham children, published in 1977.

Robert Stephens rejected the conclusion, and announced that Birmingham children probably had induced disturbance of the system.

To be fair, the Government has continued to monitor and research lead. (Anti-lead campaigners would like to see the results so far in being seen to do something, rather than do nothing of consequence, seems to be firstly completely, secondly credibility.)

In February last year, the Department of Education announced a national screening programme to find the blood lead levels in seven to ten year olds and children of known sources of exposure to lead. Results will be in 1982.

The Department of Education Science provided a grant for a study in Leicester, after a petition by the polytechnic had been signed by an intermediate school. The higher their lead level, the higher the lead level in the petrol sold.

In July, 1979, a feasibility study by the Department of Transport (assisted by oil companies and a motor trade representatives) set out five options for limiting lead in petrol. The cost of the options—worked out by the oil companies—ranged from £70m (for fitting lead filters in cars) to £200m (for producing lead-free and an EEC directive, the British Government has agreed to reduce that level to 0.15 g/l by 1984. While Britain is by no means the worst producer of high-lead petrol, it lags well behind many other countries.

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lead levels of the children; and they both declined together.

The Lawther report

At the end of 1978 the DHSS set up a special working party of 12 scientists and doctors under Patrick Lawther to review the evidence on the overall effects on health of environmental lead from all sources, and in particular its effect on the health and development of children. They are due to report later this month or early next.

Anti-lead campaigners doubt the impartiality of the working party. Several of its members have previously come out strongly on the side of no-cause-for-concern. (No member is known to be sympathetic to the anti-lead evidence.) Some have connections with the oil industry, producing papers on behalf of the companies.

One member, Donald Baltrop, who has published work through the International Lead and Zinc Research Organisation, was dismissed as an independent expert witness at the M25 inquiry in Leatherhead last year because he could not be accepted as an impartial witness. (The decision was later reversed without explanation.) He also continues to maintain that lead intake from the air is still 5.5 per cent, when the 1978 Harwell study has shown it is twice that.

The credibility of the working party is helped by the presence of Michael Rutter, for one. It was he who went to Boston to consider the Needleman results at close quarters—and is said to have been favourably impressed. (Other working party members had jumped the gun and published criticisms of the study based only on a 250-word abstract of the findings; nor did any member take the opportunity to meet Dr Needleman when he came here to speak at the Conservation Society's national symposium on lead last year.)

At one time a minority report was being planned disagreeing with some of the working party's majority conclusions. That plan seems now to have been dropped.

A further disconcerting act has been Patrick Lawther's written statement that he has an explanation for the results of the Billick study which excludes completely any influence from lead in petrol. He declines to reveal his explanation until the DHSS report is published.



The way ahead

One general problem, mentioned by several participants in the controversy, is the way of reaching some common ground for agreement on the effects of lead on children is of a divide between the professions. Psychologists, goes the argument, find it difficult to accept that a simple chemical can change behaviour so radically: their training leads them to look for more complex reasons.

In turn, scientists tend to ignore social or psychological factors and pursue the single-cause path. The consequence is often jealousies between and within the professions, to the detriment of the "issue".

The case against lead in petrol is not yet proved beyond doubt. But the weight of evidence that damage is possible from lead levels hitherto considered safe is now at the point where it is no longer credible, or creditable, to maintain there is no cause for concern. Whatever the conclusions of the DHSS working party (and a whitewash report is likely backfire), the pressures on Government to introduce lead-free petrol will grow.

The issue has been compared with the smoking and cancer controversy; that connexion has still to be proved beyond all doubt. But it is an area of public concern in which Government has not been loathe to intervene for the good of our health.

Rick Rogers is education correspondent of the New Statesman.

Campaigning

The Conservation Society has been campaigning specifically against lead in petrol since 1973, primarily through its Pollution Working Party. Their Campaign Against Lead in Petrol (CALIP) operates from 68 Dora Road, London, SW19 (01-946 7542). Local groups have begun to form and spread—as separate units or as part of a local CASE group. (Campaign for the Advancement of State Education), a Friends of the Earth group, or a community health council (CHC).

Local campaigns frequently link the general issue of lead pollution with a specific local concern (e.g. a school near a busy road or lead-producing industrial plant, the building of a new car park or garage complex). The Parents Against Lead group (linked to CALIP) has organized demonstrations and picketed outside oil company offices. Trade unions have been hard to interest at a national level, although local branches in critical areas are more alive to the issue.

Campaigning against lead seems to have its special problems—CALIP members are convinced (with somewhat more than coincidence to go on) that their telephones are tapped; and cars have been broken into and key papers stolen.

The issue of lead is under discussion on a growing number of national organizations—e.g. the Pre-school Playgroups Association, the Association of CHCs in England and Wales, the National Council for Women, the National Confederation of PTAs. It was also a key issue in the recent national conference on children's rights organized by the Advisory Centre for Education. The United Kingdom Association for the International Year of the Child has called for a ban on leaded petrol under the 1974 Control of Pollution Act, and, along with the BMA, is planning a delegation to the DHSS once its working party has reported.

In Camden, North London, a group of councillors, teachers, parents and community workers have begun a campaign to monitor lead levels around local

schools, to send deputations to the oil companies, and to press for adoption of a long-term borough policy of selling only lead-free petrol at Camden filling stations.

One public meeting attracted 400 people. Depending on the conclusions of the DHSS working party, the campaigners hope to bring a test case under the public health regulations.

There is already one test case going through the courts. Three children started off by suing, through their parents, Shell, BP and Associated Octel for public nuisance and negligence through damage to their health from lead in petrol fumes. The children live near a busy urban motorway in West London.

So far, the two-year-old case has seen one child drop out, the dismissal of all charges against Associated Octel, and of all the companies from the public nuisance charge. The judge turned down a claim by the oil companies that the case was "vexatious, frivolous and an abuse of the courts".

The case has also been referred to the Official Solicitor, on the grounds that the parents were not fit to act on behalf of their children because of the alleged propaganda element in the case. The Official Solicitor backed the parents.

What remains is a judicial decision that Shell and BP must answer the charge of being negligent in using high levels of lead additive in petrol. The parents are claiming £2,000 damages, and want an order against the companies not to use petrol over the 0.15g/l lead limit. The case goes to the court of appeal in April under Lord Denning, since the oil companies have appealed against the Official Solicitor's decision to keep the parents "on the case".

It is a delaying tactic, and Shell and BP are prepared to take that appeal to the House of Lords. Similar test cases are being pursued in Sweden and New

features

LEAD MAKES KIDS THICK

مركز الأصل

arts

Liberation on celluloid

Phillip Bergson on women in cinema

Does cinema significantly affect social behaviour? After the success of *lives*, did people swim around facing each other more? The statistics, alas, are not to hand—but there must be some subtle correlation between at least our attitudes, if not our actions, and the manufactured images of life. Goebbels realized the "educational" potential of films in the 1930s infamously well; how many childhoods before and since have been nurtured to some extent by reflections on the silver screen, instilling or cancelling values, dictating fashions, presenting fantasies as reality?

Take the role of *Women*. They had to be liberated on celluloid before legislation could help to give them a more equal place in some societies. In Hollywood now, 20th Century Fox has a glamorous and intelligent actress, Sherry Lansing, in charge of production; and currently on view in London are three remarkable movies, each with its own style and temperament, but sharing a female lead with artistic impulses, who endeavours to maintain an independent position, and succeeds. The eventual "happy endings" are unconventional, not what they seem, but the films themselves suggest a new maturity in re-thinking "a woman's place" on film. The films are all to be recommended as challenging, stimulating, and entertaining, in their fashion.

After the bigger splashes of the Australian New Wave, My Brilliant Career (Screen on the Hill; Odeon, Kensington) is perhaps the most notable of the three, as an exceptionally assured first feature by Gill Armstrong, a slip of a girl with a brilliant career herself as a short-film director. In *Camus* last May, Australia's entry won a spot-

aneous ovation and has since been a box-office hit in its own country. Produced by the astute and energetic Margaret Fink, it initially seems to follow the patterning of *Plenic* at Hanging Rock and *The Getting of Wisdom* (only on release) as a lovingly detailed, period piece, set at the turn of the century, fleshing out present nostalgic desires for the golden past of memory. Few of Australia's recent successes, *Camus* and *My Brilliant Career*, are exactly contemporary in setting.

The themes of *My Brilliant Career* are up-to-date, although Carrer is Miles Franklin's semi-autobiographical novel, published by Blackwoods in 1901 (not easily available here, though Angus and Robertson expect copies soon). Sybilla is a plain but clever girl, languishing in late teens on a small family homestead but with her eyes fixed on the arts. Her mother married for love and out of a fortune, but Sybilla is determined not to accept the roles being prepared for her—to be "feminised" by her elegant grandmother on the wealthy estate at Caddagat, where she stays for a time relieved from an "appointment" as a maid arranged by her mother, or courted by handsome farmer Harry, whom she rather fancies but who cannot satisfy her ambitions.

The lausibility of the characters is strengthened by sensitive performances, particularly from Judy Davis in her first major role, who manages to turn the gawky idealist into a romantic young adult capable of realizing her dreams while the women around her embrace their lot with resignation. The social landscape is very well depicted, and a succession of short scenes provides much gentle comedy.

The gloriously positive conclusion

is a somewhat happier gloss on the reality of the consequences of that scribbled manuscript's publication, which upset Miles's own family considerably. But *My Brilliant Career* with its quiet ironies is one of the most eloquent and far-seeing pleas for women as people, and in this film is a marvellous achievement, and, in avoiding the customary compromising climax, a courageous one, too.

More elaborate, expensive (and 40 minutes longer), *Bonanno* (Bertolucci's *La Luna* (Odeon, Haymarket) breathes hot new life into the ancient Jewish joke "Oedipus, Schmoedipus—what does it matter so long as the boy loves his mother?" Here, *Woman*—and the film again. As the widowed opera star driven to incest to regain her teenage son's attentions, Jill Clayburgh beautifully plays an American mother in a strange land, an artificially exotic Rome sumptuously rendered by Vittorio Storaro's richly hued photography. For once, for Bertolucci, art seems to be more fulfilling for the characters than sex, as in *My Brilliant Career*. Apart from certain much-discussed, but brief, encounters (as therapy rather than seduction) with the admittedly shy language, *La Luna* is unusually chaste and inexplicit.

Running throughout, like the extracts from Verdi and the lunar motifs, are homosexual strands which ensure the figures in barely explicable ways—Caterina is rejuvenated by returning to the stage where she was "always a big hit with fags"; and her closest friend is the clearly lesbian Marina, out of a broom-cupboard rather than a closet. Her crazy, mixed-up kid sister with one of Pasolini's in-ferno and real-life stalwarts, Franco, Citti, and there are many side-long glances at the



Judy Davis and Wendy Hughes in "My Brilliant Career".

utterly camp milieu of opera, which infects the entire work of Bertolucci, characterized as it is by bravura style, melodramatic peaks and shifts of mood.

However positive the attributes of *Creative Woman*, *La Luna* also shows the dangers of over-pronounced motherhood, both in the prologue (full of symbols and psychoanalytic clues) and as the queer romance unfolds. If a slightly skittish plea against stereotyping, *La Luna* also surprises the audience's expectations: what looks like a traditionally redemptive tale-out-is-framed by ambiguities. Joe finds his real father, Caterina finds her voice again, and the moon shines brightly over the Baths of Capri, but the emotional tempests the characters have suffered leave them more than sea-sickened. Bertolucci's portrait of a lady could not have been unmotivated a decade ago.

At the bottom end of the market—applied enough is *Roger Vadim's* *Evening Night Games* (Prince Cinema and Brussels Film Festival), where the intent is more calculatedly sensational, though the impact is less so. Vadim's new discovery, the lanky Cindy Pickett,

plays a neurotic housewife left in a splendid house (the *Phidias* doubling for Bel-Air?) who frustrated husband sues her for fair in little old London. How culture is still associated with a man's world is left after a while, but the film is a good deal more than a simple attack on her, of course. This is a real, grunting, flash-back, close-up, ever anybody happens to touch which in a Vadim film happens frequently. But because the director before the red—their own erotic fantasies after and during, when masked and several cross-roads show her as it were.

Essentially ridiculous, *Games* has one sublime sequence: a silent-film-style tango reminiscent of *Joe* in *Some Like It Hot* and *open* business. It is remarkably tame and free from the usual sexual innuendo of the film, it is more worth a look than you might think.

arts

Moves and counter-moves

Roy Fuller on a week's television

Hard to see how chess could be better presented on television than as in *The Master Game*, a new series of which has just started on BBC2. The presenter is Jeremy James, once a superbly dignified and dignified *The Money Programme*, here absolutely right. His vis-à-vis is William Hartston, confident in his expertise, and a ready wag. The present tournament will be played by eight "strong Grand Masters", including Korchol. The games, with the players' and Messrs James and Hartston's analyses, are clearly and ingeniously depicted. The first provided an unplanned but deserved bonus: one of the contestants was John Nunn, a maths don at Oxford, who had been in the news that morning as joint winner of the ICL tournament at Hastings. Justice Holmes once said that he had given up in advance all games that required intelligence because he was sure he could never do them well; those who, like me, are of that egotistical mind need not fear *The Master Game*. All that is required to get great pleasure out of it is a knowledge of the moves and a regard for the pastime, if only a snaking one.

The "temp" television critic watches more than usual, through conscientiousness or, at times, fear of missing the newsworthy. Some such watching can be unwise as well as unenjoyable; some demands a word, however unfair, to those concerned to be so briefly seen. The *Split of Asia* (BBC2) showed maniacal human behaviour in various Far Eastern parts; one wondered how much of the religious and other ceremonial had been preserved and recorded for tourists (and television cameras)—a few singlets and bras were visible under more exotic costumes; and Sumatra

imports, probably from not so far off Australia, upswipe spec of the kind worn by Dame Edna Everage. By contrast, the first of the *Spy* series (BBC1) seemed to indicate, when John Vassall was being set up for blackmail, a shortage in the Soviet Union of men's underpants. That programme was also notable for a remarkable anticipatory command of the catch-phrase "no way". "Basically" was the great catch-word (he had others) of Richard Rogers, designer of the Beaubourg Arts Centre, and the subject of the first programme in BBC's *Arts* series. He had shirts and a hair-style to go with his language. A "Coin Street Action Group" had been formed to oppose his grandiose plan for that area of the South Bank, and one of the group's members aptly referred to him as an art-fuck.

Another phrase, "The Classic Serial", has become dear to the BBC, even banded about by those in television continuity. Could it have been coined by Sir Huw Wheldon? That may well be so. Since it covers serials of varying lavishness and merit, there is perhaps a touch of hubbub in using it indiscriminately. Sometimes one's heart has sunk a bit, like seeing *Boycott* march to the wicket, at the prospect of safety play. The announcement of *Anna Karenina* provided such a sensation, as did that of the current *Prize and Prejudice*. Why not *Northanger Abbey* for change? But the phrase is far from despicable, and doing-over even well-known great books not ignoble. It would be unfair to be too harsh too early about *Prize and Prejudice*, but the start had one great flaw and some minor irritations. From her earliest pages Jane

Austen admits its into Durcy's mind as well as Elizabeth Bennet's, so that his interested admiration for her is revealed, in addition to his austere being conveyed. Fay Weldon's adaptation introduced Darcy as a mere sulky boor. Some of the irritations were simply departures from the original, but silly departures. For instance, in the novel Mary's playing and singing at the Lucases' is not with in-explicable rudeness, interrupted by the dancing; she herself is asked to play for it. The pluses so far are Moray Watson's fine Mr Bennet, and that the face of Elizabeth Garvie's Elizabeth is "rendered uncommonly intelligent by the beautiful expression of her dark eyes", as required by Chapter VI. And the picture is superb in technical quality.

Kate Nelligan, the heroine of *Deceit* (on BBC1) (the *Play for Today* on BBC1), is a summer, too, but I would not have kept her in view had not the whole page in *Radio Times* devoted to the film and its author/director promised so much. David Hare has a reputation in the theatre, but in the sitting-room the literary clichés in the language and behaviour of his characters stuck out like—well, sore thumbs. After very slowly maddening the hero, Miss Nelligan went mad herself, but all the more tangy with one's nerves still twanging from Jessica Walter's admirable performance in *Play Misty For Me*, screened by Thames a couple of nights before.

In John Osborne's play *You're Not Watching Me, Mummy* (Yorkshire), a miscellany of people visit a star's actress's dressing room after the play. The characters and relations were blocked in with some skill but there was little or no development of either, though the lot was 50 minutes. Time was wasted in



Anna Massey in "You're Not Watching Me, Mummy".

general tirades and personal abuse, and the star's rickety back being walked on by her queer dresser. As in the cabin scene in "A Night at the Opera", so many crowded in that only some unresolved fade-out could be anticipated. It was the weary star, unnoticed, that the camera followed away, but the pathos or symbolism failed to move because of the crude and static

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Russell on radio

People are apt to divide other people into those who think and those who feel, often with the implication that the thinkers are inferior beings, lacking an essential element for the rest of the world. Bertrand Russell, unquestionably one of the ablest thinkers to have lived, has naturally come in for a great deal of this "all mind, no heart" kind of criticism. He is, as it happens, a one-man refutation of the whole, somewhat, view that "thinking" and "feeling" are somehow not quite compatible.

Anthony Howard's recent radio Russell: A Reassessment, January 13, Radio Four, marking the tenth anniversary of Russell's death, in-

cluded the famous comment, near the beginning, in the form of a question: "Was there however already in the young Russell a certain impersonal detachment, a pre-bertrand Russell, unquestionably one of the ablest thinkers to have lived, has naturally come in for a great deal of this "all mind, no heart" kind of criticism. He is, as it happens, a one-man refutation of the whole, somewhat, view that "thinking" and "feeling" are somehow not quite compatible.

The answer is "Yes, of course, in a sense", in that Russell as a boy naturally, given the nature of his intellect, developed a deeper interest in mathematics and the sciences than in art, music or interior design. But the phrase "certain impersonal detachment" implies an unfeeling, Olympian view of life, including Russell's own personal life, which Russell never possessed. And the

division Howard makes between the "world of intellect" and the "world of feeling" is simplistic and misleading. Russell's brilliance was of an analytic, not creative, order, but he enjoyed and appreciated the arts and was strongly and profoundly moved by such sensuous joys as the beauties of landscape.

Although the programme mentioned Russell's almost mystical experiences, it gave what was finally a lopsided picture of his subject. It was well-organized, highly entertaining, neither too respectful nor too critical—but it was superficial.

Frances Hill

Art-games

Art-Based Games. By Don Pavey. Methuen £9.95.

The research and activities that have gone into this book have already been described in these pages (October 10, 1975) and it is sufficient to say that the promises they held out have been fulfilled here. Anyone at all concerned with education, community activities or just fun will find the book informative and instructive. There are even model games which you can play immediately. If you do not like those you can make up your own, certain that the book will show you how to combine social and educational value with pleasure.

Michael Clarke

Bayreuth

Herbert Roth, founder and director of the Bayreuth International Festival, was 70 on January 1st. The Festival itself celebrates its thirtieth anniversary this year. The programme, August 1st to August 31st, 1979, is a testament to his work for the Festival. Herbert Roth is in the first line of the Bayreuth International Festival. A programme for this is now under construction, and when completed will offer a series of courses and seminars in music, all other artistic fields and the year.

Formality can be creative

continued from page 18

but it is the same as that of Black English. The other mistaken belief is that a language can actually be "native" to any human mind; that English is "truer" for Englishmen than for English-speaking Irishmen, or that women need to forge a language of their own, because men have been politically oppressive and the masculine gender has dominated in grammar. In fact, only inner silence is native to the mind; language is an acquired, not a natural, sign-system, in relation to which all minds are contingent; an Englishman's link with English is a pure accident, and if he tries to think at one with "his" language but locked in a permanent struggle with the ambiguities of a socio-historical artefact, which he has to accept as a fait accompli.

It is sad, of course, that particular languages die out, since each embodies a unique cultural nexus, but an English-speaking Irishman is in no worse a situation than an Englishman who is nostalgic about the demise of Anglo-Norman or Anglo-Saxon. Similarly, a feminist who supposes that traditional language favours men is being very naive; even

certain that grammatical gender owes its origin to biological sex; besides, language only favours those who use it best, and in this respect women have always been inherently free to equal men, as many of them have proved.

Various contributions can be seen as centring on the changing pattern of registers within the standard. Social evolution, permissiveness, and perhaps greater sensitivity about the supposed falsity of "role-playing" have led to the decline of formal rhetoric and to emphasis on the demotic and even the obscene. Some writers accept this as an unqualified gain. Professor Randolph Quirk, in an entertaining article full of naughty words and puns that no respectable academic would have used in print 25 years ago, concludes that English is in a better state of socio-linguistic health than in previous generations. Others, such as Ian Robinson in connexion with politics and Margaret A. Doody in connexion with religion, bitterly regret the blurring of distinctions in discourse, a process which, in their view, amounts to a levelling down rather than up.

There certainly has been a compression and confusion of registers with some very

curious results. The more sophisticated politicians tend to be embarrassed about rhetoric that sports commentators go on using unselfconsciously, just as footballers embrace each other on the pitch with a warm abandon that gay actors might hesitate to display. For my part, I have learned not to blink an eye when I see young women chaunt remarks to me: "Christ, was I pissed off!", but I cannot bring myself to call students automatically by their first names in seminar groups, because I am old-fashioned enough to feel that this creates a personal and juvenile atmosphere inappropriate to intellectual endeavour. However, on this issue as on others, I am as confused as about the problem of whether or not to offer my seat to a lady in the bus, and, indeed, in a state of oscillation unworthy of a serious pedant.

On the one hand, ceremony is always false, in the sense that it consists inevitably in imposing the same a priori pattern on the rich existential possibilities of reality. On the other hand, formality may be creative; I imagine that many a politician, when he hears himself being ceremoniously addressed as "Minister!", pulls himself together and tries to live to

some extent above his usual level: the linguistic abstraction of his address allows him to combat the disquieting cross-currents of his existential being, the whole, I think, I favour ceremony, or at least the courteous and deliberate use of formality—now see how I can use it as a support against human frailty, much as I have come to believe in standard language in general and in its immediate repository of potential for its individual users.

I end with a small query. It will be agreed, I think, that obscenity is a rhetoric depending on the violation of the decency taboo. If present trends continue, and obscene outspokenness is paginated to the point of becoming a norm, how will those people who now swear relieve their linguistic frustration? Or will no one need to swear, as linguistic diabolism has been generally demystified?

John Weighan

John Weighan is Professor of English Language and Literature at Westfield College, University of London.

مكتبة الأصيل

books

Birthday ode for a man of our time

Antony Hopkins on Michael Tippett

Tippett and His Operas. By Eric Walter White. Bantam and Jenkins £7.95, 214 20573 8. Michael Tippett. By David Matthews. Faber £5.95, 571 10954 3, £2.95, 11527 6.

Not surprisingly, Sir Michael Tippett's 75th birthday has been the cause of considerable musical celebrations. Already this month has seen the London premiere of the Fourth String Quartet as well as the first public performance of *Words for Music Perhaps*, a work originally commissioned by the BBC as an experimental fusion of music and poetry by W. B. Yeats, poetry which, together with that of T. S. Eliot, has always had an especial appeal for the composer. The Concerto for Orchestra was performed by the Royal Philharmonic Orchestra under Dorati last Wednesday, while the London Philharmonic Orchestra gave a performance of the Third Symphony last night. During the course of the year all of Tippett's published music will be broadcast, an honour that has seldom, if ever, been accorded to a living composer. When I was a boy in the mid-fifties, ill-equipped for any sort of musical career, it was sheer good fortune that led me to Morley College. There I sang in a choir under Tippett's inspired and inspiring direction. With characteristic kindness he took me under his wing, even allowing the choir to perform some part-songs I wrote for them.

I was never his official pupil (I don't think he had any at the time) but he taught me more about the essence of music than anyone else. Nobody before or since shed so much light on the processes of composition. Even though our paths seldom meet now, I remain a devoted disciple.

It was with keen interest, then, that I turned to Eric Walter White's new book. Having long known and admired Mr White's book on Stravinsky as well as his definitive study of the opera of Benjamin Britten I must confess to a certain disappointment with his latest volume, not so much for what it is as for what it isn't. I had hoped for as detailed an analysis of the operas as Mr White accorded to those of Britten; here we have much of interest concerning texts and plots but precious little about the music. There is not a single music example in the book, while two of the chapters are little more than expansive synopses of the plots of *King Priam* and *The Ice Break*. The opening chapter is a sound enough biography, though he omits to mention the fact that Tippett underwent a period of psychoanalysis with the Jungian John Layard, an experience which affected him profoundly. Neither *The Midsummer Marriage* nor *The Knot Garden* would have been likely to have taken their ultimate shape had it not been for the interest in deep psychology and myth that Layard aroused in Tippett's receptive mind. Far the most interesting part of the book deals with the



long birth-pangs of *The Midsummer Marriage*. A number of the composer's letters relevant to this fascinating reading, though there were places where I longed for gaps

to be filled. For example, there was a considerable struggle to find the right name for the male hero in the opera, George, Lance, Denis, Roy and Don all being considered; yet

the ultimate decision, Mark, through without comment. I cannot avoid the feeling that White's book, while providing an admirable preparation for those about to see one of the operas, is really a store of valuable material for some future author: perhaps White himself will oblige in a course with the more comprehensive study the subject deserves.

David Matthews's introduction to Tippett's music contains far more of general value to the ordinary listener. The first three chapters cover almost exactly the same ground as Eric Walter White's initial biographical notes, so much so that to read them in the same week brings an overwhelming sense of déjà vu. However, once he gets to the music Mr Matthews is consistently interesting; in particular his use of establishing links with such figures as Beethoven and Purcell should bring reassurance to those who still find Tippett's music problematic. Such music examples as occur are substantial enough to give a real flavour of the music though their relevance tends to be somewhat loosely established.

Both these new books are a freely readable and refreshing freedom from the musical jargon that so often obscures rather than illuminates. Having just completed a Triple Concerto for string trios and orchestra, Tippett at 75 has already planned the one remaining work he intends to write. It is too soon then to write, for a posthumous study of his work is written; I await its arrival with eagerness.

Liberty and liberalism

A. H. Halsey on Ralf Dahrendorf

Life Chances. By Ralf Dahrendorf. Weidenfeld and Nicolson £8.95, 297 7768 7.

Ralf Dahrendorf is a sociologist and a liberal; and distinguished in both realms: the scholarly and the political. Following his Reith Lectures on *The New Liberty* he now offers further reflection on the analysis of liberty and the politics of liberalism.

In a short, ambitious, and difficult collection of essays he records his continuing attempt to articulate the two worlds of thought and action. His connection with both worlds is in direct descent from Max Weber. The founding father remains. For most sociologists the prototype of the tension between science and politics as vocations, Dahrendorf's career is something of a recapitulation of the same dilemmas, under perhaps even more difficult conditions. A parallel may also be drawn not with his compatriot, but with an eminent predecessor at the London School of Economics, I. T. Hobhouse, who, at the turn of the century, struggled to make sense of history by sociological analysis, to define progress, and to guide liberal politics. Hobhouse, like Weber, lowered between the academy and the party in unhappy ambivalence.

Dahrendorf is more cheerful than either, though no less painfully aware of the limitations of both milieux. Yet he has a buoyant capacity to assimilate new doctrine to changing social conditions of action. Thus, for example, he draws on Popper's distinction between the three worlds of (1) the universe of physical entities, (2) the world of mental states, and (3) the world of the products of the human mind. He similarly catches the significance of Popper's notion of representative World 3, and emphasizes that the distinction between a life of theory and reflection and a life of practice and action corresponds to the difference between Popper's World 3 and World 1 and 2.

Similarly his liberalism is modern. He hesitates even to use the label, being much concerned to

escape identification with either Hayek's negative or Nozick's minimalist position. His "almost" definition of liberal thought and politics is "misanthropy plus hope; the attempt to link the practical necessity of power as intimately as possible with the greatest life chances of the greatest number".

Once the book's title, for the concept of life chances contains for him the main hope of connecting sociological thought to political action. It is a difficult notion, more endowed with rich association than with precise meaning. Yet Dahrendorf insists persuasively that it is a basic concept.

First, it provides a possible instrument in the unfinished, not to say failed, task of giving meaning to history—to create many life chances for more individuals by extension and inversion. Second, it is the key to the question of what human society is about, what Dahrendorf puts it, "the sub-stratum of social structure; the motive of social progress; the substance even of relations of power, and the dialectic of more than survival chances in the reality of human societies; somewhere between the philosophy of money and the philosophy of happiness, is the assumption that everything can be measured in dollar terms, and the other assumption that the individual alone knows what has value".

Third, it facilitates the definition of an up-to-date liberalism—not one of interests of the currently powerful, nor one which enslaves itself to the dynamics of false egalitarianism, but one in which change is invariably judged in terms of its capacity for opening up new chances without destroying those already there.

The argument is brave but beset by many difficulties. Conceptually, and most interestingly, Dahrendorf gives meaning to chance as more than the probability of events, he defines them as anchored in social structure, and then distinguishes between options (choices) and ligatures (linkages, roots). The first notion is said to represent conventional notions of liberty. But in the wake of modernization the

creation of ligatures, ligatures have to be brought into the equation especially if judgments are to be made about the progress of society. This is a considerable achievement. Yet I wish Dahrendorf had identified ligatures with the modern meaning of liberty, and that liberty at least point had to be traded for equality of trade but that debate must wait. More important, the third in the trilogy of liberty, equality and fraternity is nowhere explicitly treated, though his notion of ligatures would lead directly to it. In particular, it would bring into the world rights into modern society. Dahrendorf goes on to tackle the measurement of life chances; but this is the weakest part of the book. He attempts a programme of measurement. The programme is certainly made and the idea of progress is dated. En route he uses life chances to improve on Robert Marjolin's famous essays on social structure and anomie in a way which is delightful sociologically. But the complexity of the concept is daunting. No doubt, he is right. But what kind of function? I doubt if it can possibly be a simple product. If it were then Dahrendorf must be wrong in his subsequent suggestion, admittedly playful, that one moves away from the four-way table (pages 81, formed by dichotomising L and O into strong and weak subsets. On the contrary, optimisation would increase as the multi-variate or character of choices and linkages, objective and subjective, remained a formidable problem for social science and liberalism still has.

The outer relationships of further education at home are affected by whatever is decided about the structure of higher education in universities and polytechnics, and also about the structure and location of upper-secondary level studies (e.g. whether secondary schools are offered in "rural" areas or in chunks or in sandwiches or joint services). Further education's relationships with what goes on abroad

are yearly more involved with comparability of qualifications in content, level, and numbers and types of people trained. For example, if every year we have at least a quarter of a million school leavers untrained for anything, while 50 per cent of young West Germans (and others) are in apprenticeships, that raises questions which British further education must answer. Or at least, officials must.

This splendid and clearly written book not merely brings up to date the same authors *Further Education in England and Wales* (1969 and 1972); it brings up new questions to be answered, and bravely comments on the repeated indications of official lack of policy with practical experience and fairly obvious world trends. That is why this book, self-sufficient as a most valuable guide to anyone, has a huge advantage over other manuals cataloguing or mapping the parts of the maze.

Long walk, short book

Harry Rée

A Tale of Five Cities. By John Ardagh. Sackner and Warburg. £8.95, 436 01748 2.

John Ardagh is a good journalist—good for a long feature article—but obviously he likes writing long books too. His *The New France* (Pelican 1970) went on for nearly 700 pages, but then he was concentrating on one country. In the present book he gets through five European cities in less than 500 pages, but the effect of reading it right through might be compared with sitting in a doctor's waiting room with a pile of Sunday Supplements, and being forced to read the lot before the doctor will see you.

To be fair, Mr Ardagh in the preface suggests an alternative to the carte strategy; in each of the five chapters you could sample the particular course that interests you, and take these in one after another. But he personally recommends going through each of the five menu-serials, "maybe skipping". In each chapter he reports on the city's history, local government system, town planning, civic awareness, cultural life, living standards (with special attention to food and restaurants), education, industry and foreign minorities.

When writing *The New France* John Ardagh had enjoyed his short encounters with French provincial cities and he must have imagined that a rather longer acquaintance with places like Toulouse, Bologna, Newcastle, Stuttgart and Ljubljana might lead to more than a passing attraction. But although all had their charms, all too had qualities and mannerisms which he found offensive. Paris and London are his regulars, and he must have returned to them with some relief, for he is, as he admits, essentially a metropolitan man.

His most strongly in Newcastle where he gives them. Here, and in all the other cities, his reporting is done

prejudices" made him feel ill at ease; he leaves to our imagination the reaction of the Georgides to him. He mentions several times the tendency of provincial cities to resent what they sense as the patronizing attitude of their capitals, and to criticize metropolitan superficial sophistication as they contemplate their own virtuous habits. It is the eating habits and most sharply. He presents a London fashion expert to voice her complaint that "women here don't seem to adapt their style for summer. They always seem to wear fake fur hats and overcoats". And he is led on by the Good Food Guide label for the North East: A Gastronomic Wilderness, to mock the comically pretentious "French" restaurants where the spalling on the menus is as phony as the cuisine. . . . In one pseudo-cliche and the waitress brought me courage and looked at them with incredulity. "Would you like . . . Continental Vegetables?" (Bully for her!)

He does, from a distance usually, appreciate the many virtues of the Georgides: their ability to enjoy themselves without inhibitions, their manifold clubs and hobbies, their reformist education. For anyone open in the city where regular attendance at church is 25 per cent of the population, which must be about 150,000. But let that pass. The comments on religion are interesting: "Many young Slovenes go to church as a reaction against what they see as the growing materialism of their society; they are not rejecting socialism for capitalist values, and idealism."

John Ardagh is an enthusiastic European, but he found his enthusiasm only weakly reflected in his five cities. He would like Europeans to do more about getting to know each other, to discover the many ways they can learn from each other; he probably thought he could help such processes by writing this

through talking pictures of city notables. Newcastle's Ben Smith, whom he admires for his attempt to break down the defensive provincialism of the North East, and the publisher of the *North East*, and lords of Bologna are well drawn, but in the end a local worthy is a local worthy and many a reader may shy away from meeting yet another.

The short chapters on education concentrate mainly on universities and, although the schools get a mention, he falls down, like many educationists, when trying his hand at comparative education. For anyone who knows something of capitalist Europe, the reporting on Ljubljana is the most interesting and lively. The explanation of how industrial self-management works, and how it has been extended even to schools, prompts one to hope that some I.E.M. will send someone to a school to report as an "assistant" and see how it compares with Countess Thorpe, which is probably still the only British school where a staff committee elects new teachers. In Slovenia this process is inbuilt.

Relevant statistics are given of such matters as wages, car ownership, television viewing and working hours; but then suddenly a hitch occurs: how is it possible to report that there are still 20 churches open in the city where regular attendance at church is 25 per cent of the population, which must be about 150,000. But let that pass. The comments on religion are interesting: "Many young Slovenes go to church as a reaction against what they see as the growing materialism of their society; they are not rejecting socialism for capitalist values, and idealism."

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Guide through the labyrinth

Edmund King on further education

Further Education Today: A critical review. By Leonard M. Cantor and I. F. Roberts. Routledge and Kegan Paul £7.95, 7100 0412 5, £4.25, 0413 3.

Words like "labyrinthine" appear regularly in descriptions or analyses of British further education. Prof. Cantor and Dr Roberts put us in their debt not only for expertly threading our way through the mazes of our non-system but for bringing us up to date with the very latest of ad-hoc experimentation and the latest official U-turns.

No sector of British education is in more rapid evolution now than further education, and no sector is more obviously going to be challenged by rapidly changing subject matter and skills together with methods of delivering subject information or arranging for practice, and the external challenge of the further education's relationships at home and abroad.

The outer relationships of further education at home are affected by whatever is decided about the structure of higher education in universities and polytechnics, and also about the structure and location of upper-secondary level studies (e.g. whether secondary schools are offered in "rural" areas or in chunks or in sandwiches or joint services). Further education's relationships with what goes on abroad

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The authors bring us the "inside view" and the operator's experience at every point; but they also see the huge dimensions of youth unemployment's impact on present resources and personnel, and they rightly foresee the demands of new student populations, newly needed skills, new modes and means of teaching, learning, examining and moving on to jobs or higher education.

The first chapter, on further education, the second, and the last two, on research and curriculum development and on the

future of further education, give us most of the reflective material. But the other seven chapters are shot throughout with the "critical review" which the subtitle promises. Yet the mysteries of the "pool", of the manpower Services Commission's mandate and munificence, of academic boards, regional management councils and a whole host of acronyms are sharply clarified in a very concise manner.

How any administrator can manage without this booklet is a puzzle; yet it also claims attention by anyone trying to appraise the success or shortcomings of secondary and higher education in Britain—particularly when a comparative perspective is called for in relation to other countries' achievements.

That last perspective—of comparison—is the saddest. The authors of this book occasionally show overt appreciation of that need, and many comments implicitly point to it. It is dispiriting to read repeatedly of our lack of coherence and mutual support which reduces initiative and ingenuity so often to the status of ineffectual local customs.

The authors point repeatedly to hopeful possibilities of consensus and common action; but time and again these have been frustrated (even since 1978-1979) through official unreadiness to take an overview, let alone a forward and/or comparative perspective. Let us hope that the book's resolute stance will help bring this reform about.

Among this week's contributors:

Robert Fox writes for the *Corriere della Sera* and was BBC correspondent in Italy.

A. H. Halsey is head of the department of social and administrative studies at the University of Oxford.

Antony Hopkins's latest book is *Understanding Music*.

Edmund King is Emeritus Professor of Education in the University of London.

for a book on Alan Garner.

Harry Rée teaches at Woodberry Down School.

Hugh Sockett is Professor in the Institute of Continuing Education at the New University of Ulster.

books

Paperbacks

Philosophy for policy

Hugh Sockett

Ethics and Educational Policy. Edited by Kenneth A. Strike and Kieran Egan. Routledge and Kegan Paul £3.25, 7100 0463 4.

"If our Scylla is philosophical incompetence, our Charybdis is to be sucked into philosophical disquiet, then we have an educational goal." Strike and Egan's introduction to this collection crisply measures why philosophy of education is in these particular Straits. It includes factors which the philosophical cardinals on one side and the educational national on the other have yet to grasp properly. The essays aspire to provide a conceptual and normative treatment of topics currently matters of policy debate; they assume, certainly, that decision-makers are philosophically literate.

Although there are matters of cross-atlantic interest throughout, three essays bear marginal relation to current United Kingdom educational policy issues. Pratt's essay on cultural diversity is set firmly in the historical and contemporary context of the United States, a cultural base which is quite distinctive from the socio-educational problems which have emerged here since the mid-fifties. Nyberg's discussion of "freedom" in free schools is unlikely to strike chords in Elizabeth House or County Hall.

However, three contributors advocate policies which, though unusual, is a welcome style for philosophy of education. Schrag extends his previous work to the transition from childhood to adulthood and adulthood to a new legal status between minority and majority, a kind of civic puberty.

Krimerman, paradoxically using a style similar to John White, asks how the present practice of compulsory education can be justified: if it cannot, then education must be voluntary—which he recommends. This essay suffers from an unnecessary comparison with a hypothetical compulsory recreation programme for adults over 50, fails to distinguish adequately between schooling and education, and is banal and rhetorical only when it comes to the nub of abolition as a matter of policy. Green argues for close attention being given to the pathology of work within the career education curriculum; implicitly is a set of recommendations for schools, adult educators, and for employers to take up an educational responsibility for their workforce.

Among the remaining essays are contributions to hardy perennial issues which run through the fabric of present educational provision. Peters' exploratory essay on the ambiguities in liberal education is a rich resource of thought for discussion of any curriculum. Egan's essay on cultural diversity is set firmly in the historical and contemporary context of the United States, a cultural base which is quite distinctive from the socio-educational problems which have emerged here since the mid-fifties. Nyberg's discussion of "freedom" in free schools is unlikely to strike chords in Elizabeth House or County Hall.

NEW TITLES FROM NFER

The Unexpected Revolution

Margaret E. Bryant Foreword by Lord Briggs of Lewes

A readable and well-documented study of the significance and revolutionary characteristics of changes in the education of women and girls in the nineteenth century. Miss Bryant argues that historians, in generally neglecting the significance of such changes, have prepared the western world for the Women's Liberation Movement and have thus upon it in the last decade. Distributed on behalf of the University of London Institute of Education. Order No. 8676 02 5 £5.30

An Approach to the Further Education of the Physically Handicapped

John Panckhurst and Arthur G. McAllister

The Hereward College of Further Education in Coventry is an experimental institution providing further educational opportunities for the physically handicapped. In this book the staff of the College consider and discuss, from their practical experience, the many issues which specifically affect the physically handicapped in this area. In particular, the book concentrates on: selection, admission and assessment; care and medical provision; guidance and counselling; the different approaches of lecturing staff; and opportunities for staff development. Information is also provided in the appendices on the educational implications of physical handicap, on other national F.E. establishments for the physically handicapped, and on appropriate voluntary organizations. Order No. 8462 02 4 £5.50

Negotiating the Curriculum: A Study in Secondary Schooling

Penelope Weston

By concentrating on a case-study of the 13-14 age group within a comprehensive high school, this book illustrates the very complicated process of negotiation involved in the shaping of the curriculum and suggests more attention to be paid to the processes of deliberation, bargaining and accommodation within the classroom and the subject department. Order No. 8451 02 4 £10.50

Music Education Review: A Handbook for Music Teachers, Volume 2

Edited by Michael Burnett and Ian Lawrence

Following the format of the first volume, the review is presented in three parts. First there is a consideration of important issues in the music curriculum, with an emphasis on long-term objectives; secondly, a selection of review articles on various aspects of the music available for school use and thirdly a catalogue of recently published music for class and concert. An invaluable asset to all hard-pressed teachers. Order No. 8454 02 4 £5.95

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Darville House
2 Oxford Road
Windsor, Berks SL4 1DF

The East Anglians

A popular regional history of the British people

By Ronald Fletcher

Ronald Fletcher's book, based on his highly successful BBC TV series—currently being repeated—brings the whole sweep of East Anglian civilisation vividly to life. For thousands of years East Anglia has been fought over by many different peoples: the Celts, Romans, Vikings, Anglo-Saxons and Normans all shed their own blood and that of their enemies to make it their homeland. An excellent guide book, it unravels the mysteries surrounding many significant remains of the region's past, including Vikings on village signs, Grimae Graves, the Devil's Dyke, ruined castles and priories, noble cathedrals, merchant's houses in Norwich, Coggeshall and Yarmouth streets, and the Guildhall in the cloth town of Lavenham. 160 pages, casebound, £8.95 net.

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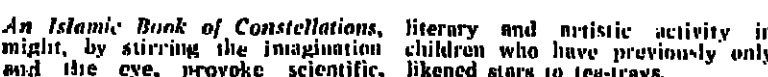
كتاب في الأصل

Neil Philip on legends

The pictures man has seen in the stars have remained surprisingly stable, and this elegantly designed book, combined, perhaps, with the excellent Bodleian Picture Book 13,

Robert Fox

The Marco Polo journey concludes with the birth of the traveler's great memoir, "Il Milione" in a Genoa jail. It was called "The Million" because of the vast



Philippe Sauvain

There are great treats in store. There is a hugely enjoyable *Journal* to the North Pole, full of huskies and polar bears and the great airships of Umberto Nobile. Best of all is the volume on Cook, again full of wonders and paradox. These books are ideal for introducing young readers to history and geography, but before continuing with this superb literary expedition the English publishers must sharpen the translation and editing.

Philip Savvain

As in so many reference books for children, the execution of this concept leaves much to be desired; the book lists, in particular, hardly do justice to the range of relevant literature available. Quite why huge subjects such as Peoples of the World and Famous Battles have been given parity with Weather, Deserts and Oceans is not explained. Nor is any justification offered for the choice of the 19 famous battles covered here. They include Agincourt but not Crecy.

R. C. Vernon

In emphasizing this point these books could well form a valuable addition to the school science library. Although the text is neces-

Peggy Heeks

An introductory section gives background information on the nature of cells, bacteria and viruses and the body's defence system against disease: after that we go off on a tour of problems from Allergies to Warts. This is subject matter not over-represented in books for children. While there

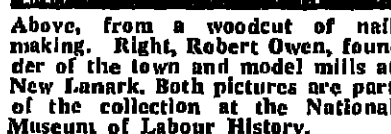
The author of *Peoples of the World* had the most dangerous temptation. Rather than select 19 peoples, as in the *Bedouin* or the *Esquimaux*, he chose to cover his subject tentatively; with the result, *Forming, Industry, Religion, Modern Nations and Civilizations*, two-page topics in his book, than other possible titles for the series. Predictably, generalizations lie thick on ground.



Most modern museums try to display their collections in a context. Thoughtful and well researched planning has led to carefully reconstructed house interiors on even street scenes, but they can only be static images, reconstructions of a period. We must obtain our sense of historical change

However, those concerned with the museum, and particularly its curator Terry McCarthy, are deeply

There is a lack of professionalism, especially in the over-use of written material, often cheaply printed. Obviously more space will allow the introduction of more pictures and relevant artifacts, but this area does not represent the core of the museum's resources or purpose.



The museum wishes to open up the study of working class life and its social or political movements to anyone who is interested, from the secondary school up. Visiting groups are encouraged to come to the museum as far as possible to their particular interests and needs. For a typical London comprehensive school study of the 'doctors' strike, the would-be teacher would select a social history text, a racial make-up of the East End in the 1880s as well as New Unionism. The archives of written documents and photographs are available to such a group and are photocopied primary sources and secondary commentaries on a variety of topics. There are also a number of surveys of the lives of women (a broad survey of the changing role of women emphasizes their function in work) and on the nursing strike of 1888.



Much of the current material can be best related to the local context of the museum, but its travelling exhibitions are well put together—those on the Women at Work* and the Women in the Home* are particularly evocative photographs. Anyone studying history in upper secondary schools or in further education classes can be moved and inspired by the material to foster awareness and understanding.

The boroughs of Tower Hamlets and Hackney have helped by providing premises: now it is surely the turn of the major organizations of the working class, primarily the trade unions. The museum needs no more capital, but the major institutions for the preservation of historical material operated by the Labour movement*, but it could also be the major spreading knowledge of that history.

by P. C. Davey

These slidefolios are part of a wider range. Each set is accompanied by brief observations on the general educational principles approved, followed in each case by a listing of the 12 slide subjects, and comments on their use and associated pupil work.

Mathematics in the Middle School promotes the grasp of important, selected concepts by examining them in attractive visual forms. Examples are sought from familiar materials and settings, from which mathematical ideas can be recognized and abstracted. It is sensibly argued that casual contact alone could not replace the quiet exploration of a number of quite varied examples.

In "Objects with one line of symmetry," as in other folios, it is suggested that the slides may be used in different ways. In introducing symmetry, the teacher might use the slides to illustrate the basic concept and indicate in each case whether the line or axis of symmetry is shown. The examples include a temporary environment, including street lamps, a garden seat, a dustbin, letters on a car licence plate and a doorway arch. Alternatively, the pupils could consolidate their idea by deciding where each axis lies. Suggested follow-up work includes examining symmetry in geometrical shapes, and in letters—and cases of more than one line of symmetry can be sought.



by Bryan Waites

These colour filmstrips are part of the series "Familles of Other Lands". They comprise between 30 and 40 frames each and have generally been photographed specially on location. They are accompanied by notes which though very brief are adequate. The aim is to study the everyday life of the people of other lands.

Life of a Malayan Family looks at a family living in a kampong at Siyu, the second biggest port in Surawak. There are good indoor shots of family activities, the multi-

both settlements are situated along the Rajang River but contain many sociological differences the teachers might compare and contrast them with advantage.

Life of a South African Town
 Family is very different since it deals with a white, upper class family living on the outskirts of Johannesburg. The father is a building contractor and the family

lead a very "Western" life. There are scenes of going to work, schools, shopping, and socializing. The scenes go beyond the means of most Africans. Some good views are given of the city but street scenes give only a hint of racial separation. Provided that the authors also include a poor African family in their series, then this will be a viable filmstrip.

The material is not suitable for the first year school, since they give such good detail of everyday activities. For secondary schools they need a little more softening by the inclusion of maps, diagrams, and perhaps some statistics, and would be suitable for first year Humanities programmes since they are more sociologically orientated than geographical.

Video inside jobs

The Plastics Institute Industry Training Board has produced four new video training programmes which are being previewed at centres in Glasgow, Liverpool, London and Bristol.

The titles are *The Welcome Mat* on induction and training, *Quality* on staff turnover during the first week of employment, *Identikit* which deals with the problems of arriving at a blueprint on which to base the selection and training of new recruits, *The Inside Job* which examines some of the things that go wrong during training sessions and *Pass It On*, which features the plentitude of communicating to the customer about a particular product.

Technological talks

The Educational Institute of Design in Craft and Technology is holding a Conference at Avery Hill College, Bexley Road, London SE18 on April 8-11.

The Conference, which will run in conjunction with Education in Equipment and Schools Craft Exhibition, will cover such subjects as Developments in Industrial Art Courses, Corrosion Control and Tribology Technology and will include a panel of speakers from Colleges and University departments.

Further information from the Conference Secretary, 156 Goomfitt Drive, Daresbury, Wirral, Kent.

The Council for Educational Technology has published *Annotated bibliography on educational resource organization and related topics*, compiled to support a CEF report on resource organization in secondary schools. While making no claim to be a comprehensive survey the booklet covers some occasionally overlapping areas including cataloguing, architecture, regional centres and library-user education. There is also a list of useful journals.

Annotated bibliography costs £3 from the Council for Educational Technology, 3 Devonshire Street, London W.1B.A.

resources

Stories of everyday things

by Mary Anne Woolf

Wool and Mutton and **Milk and Beef** are two of the new series of *Our Drains* films. The first of the series, *Our Drains*, includes notes with commentary. £4 each (excluding VAT and postage).

Commentary on the first two available on cassette at £3.25 each.

Hugh Baddeley Productions, 8 Brompton Road, St Albans, Hertfordshire AL1 4PW.

Our Drains is the best of these films. Not so much because the subject matter is less familiar as because it is the least ambitious. It makes no pretence at being anything other than a straightforward account of our drainage system. The filmstrips on milk and wool try to move away from this straightforward approach, and the effort is a failure. The attempt to be more imaginative and stimulating ironically serves only to make these two strips even less inspiring than they might otherwise have been.

Beef and mutton, milk and wool, all come from grass, "with quite a lot of help from the cattle and sheep, of course." This rather tongue-in-cheek introduction to the subject of the filmstrips is followed by a scene—pouring milk on cornflakes, buying lamb chops at the butcher's and then ask how these everyday things are produced. With this device they seek to move away from being the factual account that they essentially remain.

Milk and Beef begins with a cow grazing and a diagram of a cow's stomach. It continues with the two styles of milking parlour, collection of the milk by tanker, the pasteurising and bottling processes, and then returns to the delivery of milk to the doorstep.

Wool and Mutton shows sheep being sheared, fleeces rolled and the wool being washed. The processes of carding, spinning and weaving are shown being performed both by hand and by machine, and by school children using the simplest methods, which adds clarity.

Both farming strips have sections on meat production, which give less detail than that given on milk and wool, but do touch on the question of different breeds and the purpose of cross-breeding. They show cattle markets, wholesale meat markets, retail butchers and the dining room table, but barely mention abattoirs.

The commentaries for these two strips, while providing most of the



necessary information, are unimaginative and when they move away from straight facts, even odd and fatuous. "But Ian has more than his dinner to think sheep for." Besides the commentaries the notes also include a few questions, which either test the pupils' absorption of facts presented by the strips or exhort them to make lists of various wool or dairy products.

The stated aim of these two strips is to provide children with the vicarious experience of visits to farms, factories and markets. Whether any filmstrip could succeed is doubtful, but the attempt is valuable, since it is unlikely that real visits would or could be made. Aimed at the seven to 13 age group they provide sufficient technical detail to retain the interest of the older children, while remaining simple enough to be readily understood by the younger children.

Drains are not usually thought of

as attractive objects of study, yet once embarked upon they are a most interesting topic. *Our Drains* could be used in many areas of the curriculum, as a starting point for science work, in a historical context or in a course on civics or hygiene. The opening picture—an Elizabethan street with an open sewer running down the middle—reminds us of the importance of modern drainage to our society. This film-



strip explains how the drainage system works.

Pictures and diagrams show the passage of clean rain water and dirty domestic and industrial waste water from the drain pipe to the sewage farm. There are details of water traps, safety precautions taken by those working in the sewers against dangerous gases and sudden storms, and of the care taken to prevent pollution of the rivers.

Although it is aimed at the entire primary, middle and lower secondary range it is perhaps too difficult for children under 10, even if some of the detail is omitted, as suggested in the notes. All three filmstrips are of good technical quality and present information clearly. As is the case with most visual aids, their educational value depends on the context and the way in which they are used by the teacher. In the context of larger projects all are solid and useful resources.

Heroics in the parlour

by Colin Evans

Memories of Osborne, L.169, Sublime Harmonie, £4.35. *Parlour Poetry*, L.15, Saydise Specialised Recordings Ltd, The Barton, Inglestone Common, Budminton, Glos. *Ballet Shoes*, L.13.50, Argo Record Co Ltd, 115 Fulham Rd, SW3.

For a number of years, Saydise have provided a selection of records of minority interest, which could prove useful in the classroom. Their *Victoriana* series is of special interest to those whose teaching requires a more subjective exploration of aspects of the Victorian Age, and *Memories of Osborne* is an interesting insight into the life of Queen Victoria and other members of the Royal Family seen through the eyes of Dorothy Blake, Osborne House, on the Isle of Wight, was bought by Queen Victoria in 1845, and both she and Prince Albert were frequent visitors in later years.

Dorothy Blake was born at Barton Manor, on the royal estate, and on this record relates memories of her childhood life there, frequently in the company of members of the royal family. The recording, made 15 years ago, takes the form of an interview which at times sounds rather stiff and formal. There are some curious snippets of information, such as the Queen's favourite dog at Osborne apparently used to growl at her by raising a paw, and then walk backwards in front of the Queen towards the royal chamber.

The "Sublime Harmonie" air-cylinder musical box and several other mechanical music-makers can be heard in the background of the name. These instruments are a carry-over from the hunting, whistling, whistling of later years, being products of a more restrained society. Most of the selections consist of Victorian pot-boilers by Sullivan, Verdi, Wagner and many others, and while only devoted listeners to musical boxes could endure the record from start to finish, it is nevertheless a pleasant reminder of a bygone age.

Trading a closer insight into the Victorian era is the parlour poetry, which often has a heroic quality, and invariably included a

number of stock characters: a impoverished children dying of cold and hunger, mothers weeping at graves, and a soldier's gallant death in a far-off place. The Saydise collection includes a selection of poems which appear to have been the test of time, although it is hard to get the grasp of reading (but is not intended for remedial reading classes); and *Maths-in-a-Box* is a fantasy serial with mathematical content for six to seven-year-olds. Both series try to serve the whole range of teaching schemes and methods in these areas.

A radio series about reading may seem slightly paradoxical, but *Radio Thin King* concentrates on auditory discrimination, on getting access to children the fundamental point about letter-sound relationships. In effect, the morpheme-phoneme distinction as complicated by the vagaries of English spelling. It does this mainly through the kinds of word-play based on these relationships which children are already familiar: puns, jokes and riddles.

Each 10-minute programme features four characters—Thin King himself, the owner of Word Castle; Mr. Builder, who puts words together; Book Worm, who eats bits of words (to Mr. Builder's huge annoyance, but with the useful effect of leaving bits behind to be examined); and the straight man and presenter, Alfie Bat. The characters are distinguished by

Eating our words

NICK THOMAS reviews two series, for primary reading and maths

Radio Thin King, BBC Radio, Mondays, 9.55 a.m. *Maths-in-a-Box*, BBC Television, Tuesdays, 9.58 a.m., Fridays, 10.15 a.m.

These two new series are aimed at helping young children learn basic literacy and numeracy. *Radio Thin King* is a resource for children up to eight years old who are finding it hard to get the grasp of reading (but is not intended for remedial reading classes); and *Maths-in-a-Box* is a fantasy serial with mathematical content for six to seven-year-olds. Both series try to serve the whole range of teaching schemes and methods in these areas.

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regional accents, which overcomes, one major problem for a programme of this sort: an emphasis on sound discrimination can easily appear to be imposing "Home Counties" English.

These programmes are very funny. Not a trick has been missed in exploiting the possibilities of verbal humour, so much of which is based on precisely the kind of rules and distinctions which must be understood to attain literacy. A major feature of each episode is a quiz—"which of these words is the odd one out?" (because it starts with a different sound), which of these rhymes? "and so on; linked to pictorial work sheets which are provided by the BBC as spirit duplicating masters.

The series uses ingenious techniques for looking at consonant digraphs and blends, at voiced/voiceless consonant pairs, at the final "magic e" which changes the vowel sound, and so on. *Radio Thin King* is based on a year's research, and on considerable care and imagination. It should be a very good resource, especially if taped and used at a rate of one 10-minute episode a week. A great advantage is that this kind of programme avoids slow readers being stigmatised by using "baby-talk" texts—in fact, listening to *Radio Thin King* should be experienced as a positive treat.

Maths-in-a-Box employs a more elaborate story line, elaborate enough, in fact, for tension to arise between the demands of the narrative and of the educational content. Two children meet a creature named Powka, a somewhat uneasy blend of leprechaun and UFO-naut,

who travels in a magic box. He has considerable magical powers, but is dependent for mathematics on his computer, which has been damaged. So he enlists the children's help in teaching his computer, and himself, some basic concepts of mathematics.

The topics covered have been chosen on three criteria: variety, suitability for television treatment, and appropriateness to the abilities of six to seven-year-olds. They include pattern and number, sets, area, place value, length, weight and symmetry. The series is not tied to any particular mathematics teaching scheme—indeed, like *Radio Thin King*, it has to pick its way carefully through the minefield of controversy over teaching methods.

The main question about *Maths-in-a-Box* is whether children will easily make the move from the narrative to the mathematics. Obviously the role of teachers is crucial here, and the teacher's notes offer a great deal of material on how to draw out the mathematical implications of the programmes. One other question is whether, in fact, it is desirable to associate mathematics so strongly with computers (there are also computer-type songs and music) at a point when our culture is tending to hand over basic mathematical skills to calculating machines. The programme's format to some extent risks splitting mathematics between two kinds of magic: the magic of the computer, and the magic of the teacher's interaction with the world around us. But the makers of the series are clearly aware of this danger, and do their best to emphasize the concrete application of mathematical skills and concepts.

But old Parky Erskine had got Julius's number. Not enough evidence, he said, for British Druids doing the Aztec bit—though in a move he gave us a shot of a French Druid's picnic area complete with skulls and suggestive sculptures.

You can see Erskine's exposé in a set of five programmes which

the BBC and the School Broadcast Unit, with their customary flair for the risqué, have entitled *Resource Units: History*. Aimed at the 11-13 market, they would also go down a treat with your older primary pupils. The first programme, already broadcast, is set in the city-states of Greece; while in the second ("The Sea, The Sea") Erskine looks at the Crocus and ship-builders, traders and colonists. Some natty touches here—as when he describes a trireme with the help of 200 boys and girls, 200 poles and a school playground.

The interview with Caesar forms part of "In The Country Of The Setting Sun", in which Erskine also seeks out the ancient Britons to put the record straight, and watches Celtic craftsmen turn out some sublime artefacts.

By the time "The Military Machine" is running this country, the Romans have subdued the Britons and built their Wall. While the organization of the occupation is described in a dialogue between a Roman legionary and an Asturian auxiliary, Erskine pops up with excellent short accounts of Roman surveying, the forts with their granaries and laws, and the uniformity of military tactics and building throughout the Empire. In "Pax Romana" the lady from the banks of the Tiber enjoy their last imperialist fling in hot and cold running villas before the barbarians take over.

Jill Sheppard, the producer, has done an excellent job throughout. Actors, maps, graphics, models, and the redoubtable Erskine together bring old worlds to new life and reach the lesson of how we know what we know in a fine, unobtrusive way. The programmes will be repeated in the autumn.

Constant measured subtlety

by Michael Patterson

The English Poets, Presented by Peter Porter and Anthony Thwaite, 13 Cassettes with text.

Longmans, Longman House, Burnt Mill Harlow, Essex. CM202JQ. £45 + VAT.

As Britain staggers between recession and depression, it is reassuring to be reminded of one of our greatest national assets—the English language. This anthology of the major poetry of the British Isles, for all its variety, has as its one constant the musical richness and measured subtlety of its diction.

These 13 cassettes were originally broadcast on Radio Four some eight years ago. The editors and presenters, Anthony Thwaite, professor of poetry at the University of East Anglia, and Peter Porter, poet and critic, state: "Our intention was to present neither a straightforward anthology nor a critical history of English poetry but an anthology-plus-commentary which took the listener chronologically along the main routes, and many of the by-ways, of English poetry from about 1400 to about 1918."

One may be surprised to find Henry Vaughan, Swift, Burns and Yeats classed as English poets but the editors define English as "what is written in English." Nevertheless, American poets are represented

It is an annoying habit of reviewers of anthologies to point out significant omissions, a temptation to which I shall succumb by noting that Waller, Goldsmith, Southey, Landor, Bridges and Francis Thompson are excluded. Moreover, there are no women poets; it would enrich the selection to include at least one female voice, Elizabeth Barrett Browning or Christina Rossetti for example.

On the credit side, it is refreshing to find work of quality from minor poets who normally find no place in short anthologies (Barney Googe, Charles Cotton, Christopher Smart, Eugene Lee-Hamilton and Winthrop Mackworth Praed).

The same principle of combining the main routes with the by-ways governs the selection of individual poems. There are the obvious choices, Marvell's "To His Coy Mistress", Coleridge's "Kubla Khan", Keats's "To Autumn", Hardy's "The Harbour Bridge" and, in place of W. E. Henley's familiar rant about his "unconquerable soul", the robust gem "Madam Life's a Piece in Bloom", "the sort of poem which raises a minor poet to greatness for a moment in his career", as the commentary puts it.

"Madam Life's a piece in bloom" Death goes dogging everywhere: She's the tenant of the room, He's the puffin on the stair, Her attentions are clearly con-

stant, occasionally witty and consistently sound. They display an admirable catholicity of taste in evaluating each poet within the context of his time and are distinguished by trenchant formulations, for example, on A. E. Housman: "Economy is mated with resonance".

The verse is spoken with sensitivity and clarity and is only weak when the attempt is made to be dramatic, as in Faustus's final monologue. A straight reading of the poetry as in the Shakespeare extracts works much better. Particularly pleasing is the rendering of passages from Chaucer's Prologue to *The Canterbury Tales* in the original, which I found both charming and easily intelligible. It was a pity, then, to use Coghill's version for the rest of the Chaucer; this might have been printed as an original.

In all, the selection is so good that one would welcome a sequel to deal with the complexities of modern poetry and to introduce of readers/listeners to the English poets alive among us today.

This spoken anthology is excellently executed, but one is forced to wonder what particular purpose it will serve. Too expensive for most private individuals, too bulky for study purposes, its main potential market would seem to be general libraries. The borrower would be promised several hours of informative and stimulating listening.

Aesthetic contradictions

by Liz Heron

Cuts in spending on education, massive reductions in public subsidies to the arts, and the whittling down of community services will almost certainly have the effect of narrowing the possibility for the kind of experimentation and radical cultural activity that flourished during the past decade.

To take stock of the situation, the Society for Education in Film and Television has organized a weekend school on *Culture and Politics*. It will examine the many and contradictory definitions of "culture" and their relations to different aesthetic practices and social phenomena, and will attempt to draw together the disparate strands of theory and "cultural struggle". SEFT hopes that by widening the debate at what it sees as a critical time, it will be possible to consider the tactics and strategies needed to face economic stringency and restrictive policies.

During the past 10 years the Women's Movement has raised the issue of "the personal as political" and at the same time generated whole new areas of cultural production: women's cinema, theatre, music and the growth of a feminist literature in the output of the feminist publishing houses and elsewhere.

Rescue on the rocks

Rock Climbing 2 is a filmstrip designed to improve the beginner's climbing technique. Produced in collaboration with the British Mountaineering Council by a lecturer in Outdoor Education at Kingston College, the filmstrip covers the leader and his equipment, learning to lead, protection and, checklists, rope-

work, retreat and self rescue. The filmstrip is available on video and on a set of slides. Both versions are accompanied by notes. *Filmstrip*, £4.95, slide set £7.50 (plus £2.50 p.p.h.). From Educational Productions Ltd, Bedford Road, Wakefield, West Yorkshire WF4 2JN.

Rock against Racism has become an expression of the strength of the racist movements in the UK, public community arts projects and native theatre have all made it between the cultural and the political. Academic and intellectual life was stimulated by a parallel development of cultural life, notably by Birmingham University's *Cultural Studies* and the *Urban Studies* influenced by the development in schools. Speakers at the weekend will include Francis Mulhern, *Of the Moment of Scrutiny*, Simon Prith, author of *The Cultural*, and Francis Mulhern, *Of the Moment of Scrutiny*. The school will be held on 19-20 June at the New Centre, London W1, and will cost £15 for students and £20 for others. Full details and booking from SEFT, 29 Old Court Street, London W1.

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Briefings

Radio and tv CE and OU

Focus on Communications (Sunday, 9.40, BBC 1).

Comic sketches illustrate the methods we use to communicate with others. The series analyses the relative effectiveness of speaking, writing, reading and understanding. A Better Read (Saturday/Sunday, various ITV).

This Tyne Tees series continues with a study of "Family Chronicles". *Credo* (Sunday, 18.00, ITV).

Should Moslems be allowed to follow Catholics and set up separate schools? Is educational separation good for race relations? *For schools* *My World* (Monday, 9.30, Wednesday, 9.52, ITV).

Why does the dog never catch up with its tail? "Spatial Relationships" attempts to crystallize the ordering of objects.

Communicate (Monday, 9.52, Wednesday, 14.40, BBC1).

For 13- to 16-year-olds whose linguistic ability does not reflect their intelligence. *Thru-Go-Round* (Monday, 11.00, Thursday, 10.10, BBC1).

"Eight" and 16-year-olds continue study of "The local community". *Making a Living* (Monday, 11.39, ITV).

"No. Paseran" — a 60-minute play in three parts on the rise of fascism in the 1930s. Teachers are advised to videotape each part and show the play continuously to the target audience of the over-14s. *Dragna Workshop* (Monday, 11.40, VHM).

These programmes set during the Second World War offer reminiscences and ask for reactions from 11- to 13-year-olds. *One of the Past* (Tuesday, 9.35, BBC1).

Mine to 11-year-olds continue their study of horses in history by looking at "The Horse at War". *Introducing Science* (Tuesday, 11.40, VHF4).

Shows how fish and mammals live under water. *Explaining Society* (Friday, 10.55, VHF4).

"Growing Up" features "Tim's Story".

Film Leads to dogs

by William Dale

Dogs, 15 mins. £5.80 a day.

The Blacksmith, Norfolk County, 11 mins. £5.50 a day. Both 16mm colour Dimension Films, Beaconsfield Road, London NW10 2LE.

Dogs shows us the familiar in unfamiliar detail, using slow-motion and close-ups to provide a view of dogs that may surprise anyone. A process too fast for the naked eye. It is anyway unusual to have the opportunity of watching dogs without other demands on our attention. And those dogs form a sizeable tribe, a context for very different kinds of behaviour — closer, one imagines, to the natural social unit.

These are country animals, roaming through fields and arenas; accompanied everywhere, unfortunately, by mood music of the most irritatingly anthropomorphic kind, imitating human emotional tone in a way which goes against the whole purpose of the film. But apart from this—and as there is nothing else on the sound-track one could always simply switch it off—the film is both beautiful and interesting. There is no clear slot in the timetable for it (though it has obvious relevance to biology, and could also be a sterling point for creative work); perhaps it should be shown simply as a treat.

The Blacksmith closely encourages us to look more closely at what we take for granted. The craft of the smith is much more elaborate and complex than simply shoeing horses. This film looks at a Norfolk smith, and tries to show how the modern craftsman works in contrast with tradition, while utilizing modern technology. Rather too much time is spent looking at the finished product, ornamental wrought iron (actually these days, mild steel) rather than at the work process. However, used in conjunction with written material (the section on smiths in Ronald Blythe's *Akenfield*, for example, or in George Ewart Evans' books), *The Blacksmith* could be a useful eye-opener.

"Growing Up" features "Tim's Story".

media

Chats with Caesar

by Tony Howarth

Resource Units: History, BBC Television, Wednesdays, 11.40-12.00. Repeated Tuesdays, 10.38-10.58.

Robert Erskine is an impressive sort of chap, one of those bearded, outdoor types who can hold you on the edge of your seat yet works with the same kind of material with which my old form teacher used regularly to drive me comatose. He is a Bellamy-type enthusiast, but with a bit less fuzz. When I met him he was chatting to Julius Caesar.

The ace Roman wog-basher and murderer was having one of his rare evenings off somewhere in a third of Gaul, and trying to catch up with his memoirs, when he walked Robert Erskine and started doing a sort of Parkinson show. Crafty little wog, Caesar. Made out he knew all about the British, you know, poncing around in the altogether except for the bangles and punk hairdos, and with filthy vagaries of the Celtic language. And as if to prove Erskine's point, he pulled out his Latin and showed us a coin with a head on it like Mick Jagger. That was not all. According to Julius, the Brits went in for human sacrifice (it takes one to know one).

But old Parky Erskine had got Julius's number. Not enough evidence, he said, for British Druids doing the Aztec bit—though in a move he gave us a shot of a French Druid's picnic area complete with skulls and suggestive sculptures.

You can see Erskine's exposé in a set of five programmes which

"Many competitive festivals turn out to be a rather awful hybrid of circus, a sporting competition with trial by jury, but the Thames production team seem to have got this formula just right."

"... it must be said that *Fanfare for Young Musicians* possesses an integrity of purpose not always preserved in a medium too easily given to exploitation?"

Andrew Pegg, T.E.S., 21.12.79

Thanks to the T.E.S. we don't have to blow our own trumpet. But we'd like you to come and blow yours.

In reviewing last year's finals of our 'Fanfare for Young Musicians' competition, Andrew Pegg said some very nice things about it.

Right now we're seeking entries from musical groups for this year's competition, offering them the chance to win substantial financial prizes.

It doesn't matter what instrument you play (in the past we've had Ceilidh bands as well as more conventional string groups). Nor does the type of music matter; it can be whatever you like playing best.

The only stipulation is that you have to be under 13 on December 1st 1980 and that you must play in a group of not more than eight.

If you'd like the opportunity of winning one of the prizes — plus the chance of performing on Thames television, write to the address below for details enclosing a stamped addressed envelope.

Fanfare for Young Musicians
Thames Television Limited
Teddington Lock, Teddington
Middlesex TW11 9NT



talkback

ROSLA— what went wrong?

John Thorley

Whatever happened to the Raising of the School Leaving Age? Are our less able 16-year-olds now much better educated than they used to be? Are they happier, more satisfied beings? I put my hand on my heart and say, despite our honest efforts in schools all over the country, on the whole they are not. And I regret to say the 16-year-olds themselves, the population at large, and employers in particular, seem to agree with me. Well, what went wrong?

Two things went wrong. The first was that within a year of the raising of the school leaving age in 1973 i.e.s. were busily cutting their spending. In 1980 they are still busily cutting their spending. Capital allowances are now commonly about 50 per cent below 1973 purchasing power. And all this happened when many secondary schools had already committed themselves to Nuffield courses, Schools Council courses, resource based learning and such commendable, though expensive projects.

What money was left specifically for the needs of the less able 15 and 16-year-olds? Very little, or to be honest, nothing. And the teachers? In most i.e.s. the pupil-teacher ratios have altered little since 1973; nationally they have marginally worsened. But let us not be too despondent; we have achieved something. The DES statistics show that since 1974 there are fewer school leavers with no examination qualifications (as expected), and just a few more with five or more higher grade O level/CSEs (not quite so expected). The teaching profession can justly claim that it has done more with less.

The second thing that went wrong, or rather was wrong to begin with, was that no specific objectives were set for those less able pupils

now compelled to stay on who would previously have left in the fourth year. Many of these pupils, and their parents, see the extra year as an unnecessary delay before starting work or helping at home. True, rising unemployment among 16-year-olds has taken the edge off this argument, but the problem of a real objective to work for at school remains.

What should be done at this stage, seven years after Rosla? It has not been an unmitigated disaster, and many pupils have gained from it, but we have not achieved what we could have done. In the foreseeable future we are not going to have a large injection of staff and resources to put it right, if indeed that is all that is required.

Meanwhile we are selling many less able pupils short. We are insisting that they stay at school until the Easter or summer after their sixteenth birthday, but we are setting them no clearly required objective and for the most part they find it difficult to see the relevance of their final year at school.

We need to do two things:

- First, in the interests both of



Don, before leaving at 14 was suggested, I thought we'd never agree on anything.

school leavers and their employers, we need to ensure, as far as we can, a basic minimum educational standard for those pupils who do not take nationally recognized examinations at 16-plus.

Second (perhaps a temporary measure until we have more appropriate resources) we need to stagger the leaving date more than at present both to reduce the frustration of these pupils and to spread the take-up of employment.

If we really want to ensure, as far as is educationally possible, basic minimum standards of attainment, then we must have for the less able a nationally approved leaving certificate, which sets a minimum level of competence in English and mathematics, with the necessary skills clearly specified, and requires a satisfactory performance, assessed by the school, in other school subjects.

The school leaving date should be tied in with the attainment of the leaving certificate, and not solely with the pupil's age. Pupils who wish to leave school and go into employment in the course of their fifth year of secondary school should thus be allowed to do so, provided they have reached the standard required for the leaving certificate.

Leaving dates could be established at half-termly intervals from the October half-term until May. Those pupils who have not reached the leaving certificate standard by that date should have a right to free tuition, on a part-time basis, in literacy and numeracy, either in school sixth forms or in colleges of further education.

We must give those of our 15 and 16-year-olds who have little chance of success in the present examination system a real and worthwhile educational aim, and at the same time avoid the frustration which many of them feel during their last year at school.

They are worthy of our care, and they want recognition both of their attainments (often very hard-earned) and of their aspirations. Our present system, designed with the best of intentions, is not at present able to give them what they want. Let us not wait for the millennium but do something now. John Thorley is head of Trinity School, Carlisle.

Workcard dilemma

D. William Blades

A workman is only as good as his tools but in teaching the reverse is true. Teaching methods and aids for their effectiveness on the skill of the teacher.

This is possibly what was wrong in the situation reported by a student teacher, in "Are you still stuck on orange?" (December 14).

It is difficult to see how a primary classroom can be organized in an integrated way without the use of workcards. But for them to be used without thought and close supervision is just as bad as making children work through a textbook from beginning to end.

What appears to have been forgotten in the classroom described is the didactic rule of the teacher. In their report of 1978 IMI noted that it was in classrooms where a combination of didactic and exploratory approaches was used that the work the children were given was best matched to their capabilities.

Workcards are useful for giving practice in basic skills, but it is expecting too much for young children to learn new concepts from written material. The teacher can do this much better: she can be questioned, can rephrase and can provide instant feedback.

The great advantage of home-made workcards over textbooks and commercially produced cards is that they can be matched to the children using them. However it is important that they are properly sized, clear and pertinent.

There is a great deal of research support for the success of such teaching aids as the SRA Reading Workshop for giving a boost to

reading ability, but it is not that such aids are used as were intended by their authors. Too often teachers do not take the instruction booklets accompanying the material.

Outside the basic subjects, cards do fulfil an important role. Instructions, for example, children's explorations in a particular area, in the right direction.

Such assignments should merely be recipes, but should be regarded as a complete statement of the teacher's intentions. Teachers who have tried structured learning with young pupils will find that, although the children do not learn, perhaps because they have only been relying on short-term memory.

The deadening effect of the writer of the article adds that workcards could just as easily be due to the teacher's own laziness and lack of imagination. Times classrooms in which the teacher and comprehensive workcards are used do not seem to be factory farms, but the work can be found in classrooms which total reliance is placed on textbooks and "chalk and talk".

What the student teachers the fault of the teaching is more likely to have been the fault of the teacher. All that is demanded is the least effort. In some cases it is a pity having a set of lessons which last you through a year, you keep the children thinking that it means they are not.

D. William Blades is Deputy Teacher, Ryecliffe Primary School, Leeds.

But God help the child who single parent, would stream on night-bill, least penny could not back it.

She never had a brain, and what I was learning, but I found brains still with, but divisions are widening, all not think that was the 1970, capabilities, varied, might the technique. Here's an exam paper, what it answer, give an essay a bit, a middle and an end.

I have been helping a boy, English literature O level, well get top grades, but maths and physics, but are like split porridge, lumps and all over the place.

Why should my child stop with his mother and skip the other boys and girls? I don't know exists? Very their education approach open to students with no writing ability, and I have at least, this is a little skill.

Do we want to tell the engineers on the basis of verbal felicity? Or who earns? Or who number lines?

Since our present system based on exams, is it creative to teach children? And since the system is late in school life, it is to children so early in their dependence on a home environment that cannot always be their talents?

Should their marks and lives depend on their parents' own maturity quite so much? Because, if so, what of the children doing but remember grammar school, with all the helping hand.

Bridget Rees is a parent in Shire.

Breaking all the rules

Lorna Selfe finds
that children
with exceptional drawing
ability are
sometimes handicapped
in other ways

One of the pleasures and the great problems of the field of children's drawing is that the area is claimed by so many varying disciplines: artists, psychologists, psychoanalysts, philosophers and educators have all written about the subject.

What each discipline has to say is relevant and important to their particular viewpoint, but sometimes confusing to those outside that discipline yet interested in the same subject area. It is almost impossible to fuse into one coherent theory the views of all the commentators. One simple human activity turns out to be extraordinarily rich and complex.

There is, however, general agreement as to the normal development of drawing in children. This has been outlined by Rudolph Arnheim and others. Under two years of age the child's first attempts at drawing are scribbles; up and down or side-to-side random movements.

Very soon, at about the age of two, the child discovers circular movement and produces his first circle. Arnheim suggests that it is in producing the circle or the mandala that the child discovers the representational nature of drawing. The circle can represent objects in the child's everyday life: a head, the sun, a ball, etc.

The child's first representations of the human body, at between the age of two and three, is usually the tadpole or cephalopod; that is, a circle with two lines attached. According to Arnheim, the child has started to learn to invent structural equivalents for objects. Very soon the child adds eyes, a nose and a mouth to his tadpole.

The child has all sorts of technical problems in his way. He has problems of orientation, of making lines meet, of relating lines or shapes in space, and the square is a far more formidable shape than the circle. Later the child masters the drawing of a right-angle, and can use this new structural equivalent for drawing houses, boxes, cars and lorries.

By the age of five the child can usually add a torso to his human figure drawing. From this age he will increasingly elaborate his drawing of the human figure, including finer details such as pupils, eyebrows and eyelashes. Patterns and decorations are favoured features of the child's interests at the age of six to seven.

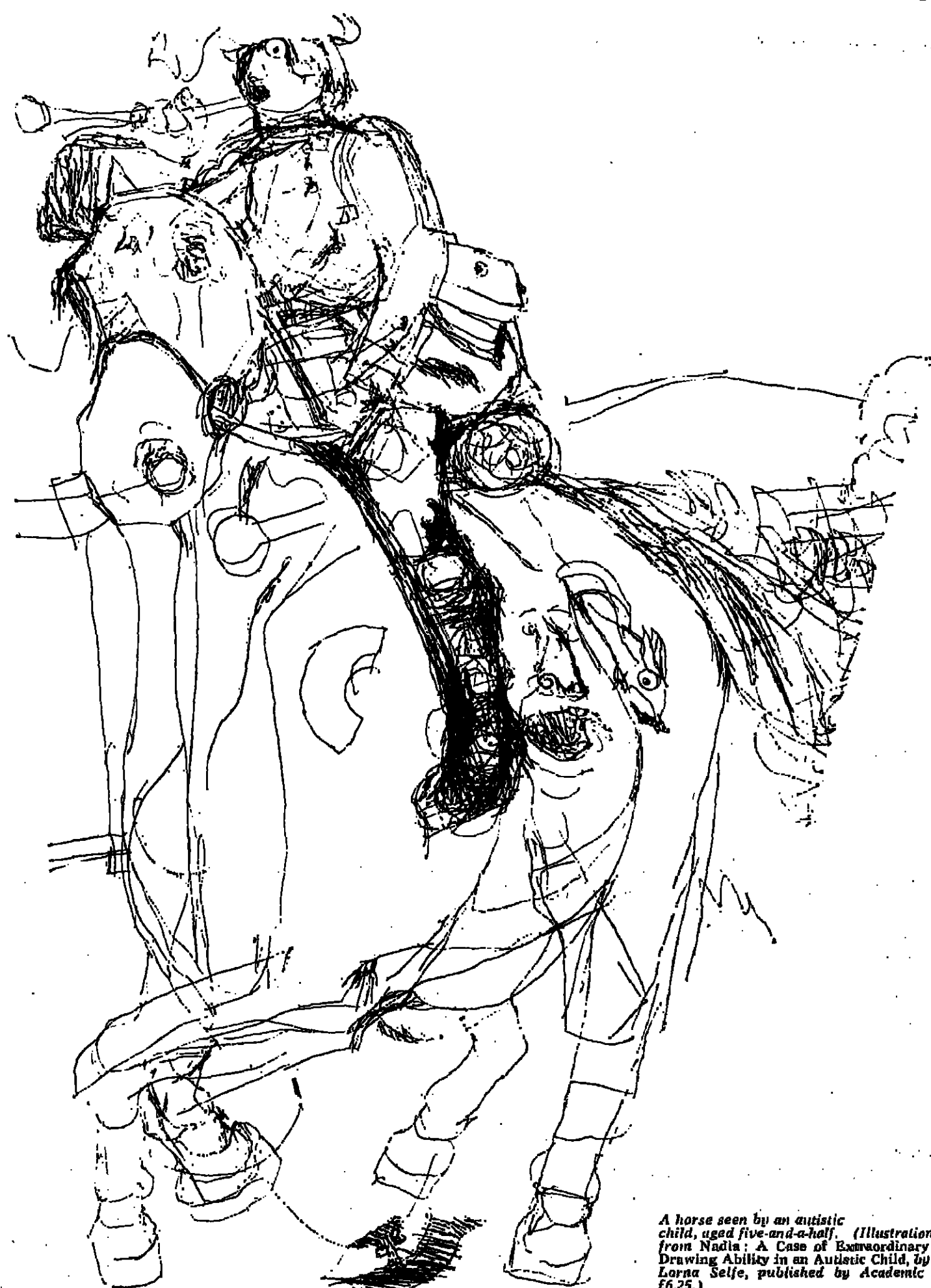
The child usually does not start to tackle the problem of correct proportions between and within elements of the human body until after the age of eight. Typically, arms are too short, heads are usually too large, and hands and feet are exaggerated. The child has great difficulty in representing one object half hidden by another, and the active involvement of figures with their surroundings presents new conceptual perplexities of size, distance and perspective.

Many of these problems will not be solved until the child is much older. Attempts to draw perspective do not usually occur until after the age of ten, and correct understanding of the use of perspective is usually reserved for those few individuals who take their drawing ability further than most. John Willats found that even in middle adolescence some subjects could not use basic principles of perception reliably.

This is an extremely brief résumé of the development of children's ability to draw. Divergences between disciplines and within disciplines start when we examine the reason why children's drawing develops in this manner.

The psycho-analytical school, together with some educators and art therapists, believe that the springs of creative activity lie in the child's emotional development. The child expresses his feelings through his drawings, and by articulating them dispates his frustration and learns to organize and control his emotional experience.

Some cognitive psychologists see the child as an embryo scientist, whose main concern is to understand and control his environment. In order to do this, he must be able to record and build models of his environment satisfactorily. In drawing, the child actively strives to record on a two dimensional plane whose visual relationships he sees in the real world.



A horse seen by an autistic child, aged five-and-a-half. (Illustration from Nadia: A Case of Extraordinary Drawing Ability in an Autistic Child, by Lorna Selfe, published by Academic Press, £6.25.)

Other psychologists, such as Piaget and Goodenough and Harris, take the related view that the child's representational drawing is an attempt to record his visual experience. But this attempt is necessarily limited by the child's level or stage of intellectual development.

Others see children's drawings as an aspect of human creativity in general. Any of these theories must take account of individual variance.

Odd or rare cases can often act as a test for the general rule; throughout the history of medicine and science we have examples of the odd error, the serendipitous happening or the very rare disease which have made decisive changes to our theoretical constructs.

The individual case study enriches and enlarges our understanding of the general laws of development.

When I came across one child who appeared to break most of the rules of the normal development of children's drawing ability, I was led to look for others. I have now looked at many thousands of children's drawings, and been able to select those few individuals who break by a very wide margin the norms of development of drawing, and show a truly anomalous development.

Many of these children appear to be handicapped in other areas of functioning; most are autistic, and have had retarded language development. I am hoping to investigate this unusual and suggestive occurrence, and have begun to undertake intensive case studies of this very small sample.

Any theory of the development of children's drawing ability will at least have to take into account those few rare cases, and perhaps offer some explanation for this phenomenon. Piaget, for example, has outlined the development of perception in young children. He believes the child moves from a topological understanding of spatial relationships to a Euclidean understanding, and that this development mirrors Piaget's stages of general intellectual development. He believes that the child achieves a Euclidean understanding of three dimensional space at about the age of formal operations (11 plus years of age).

However, in my sample we have children who are able to draw in perspective and represent distances by diminishing size, to place in horizons and draw partially occluded objects at the age of five.

There is no question that Piagetian stages have been accelerated in these children; the

order of acquisition is confused. For while they are able to draw in perspective, some are unable to do other simple perceptual tasks, and are deeply retarded in other areas of functioning.

I am hoping my studies may deepen our understanding and awareness of mental retardation. It has been suggested that there is no such thing as a genuinely subnormal child; that is, one with all-round deficits. In terms of the intact and functioning brain one very small fault can have profound and far-reaching consequences.

There is a danger that any simple classification of retardation can be a tyranny, which limits our questioning and our understanding when it stops us from responding to each individual as an individual. Some very retarded individuals do have very well developed areas of functioning, which are often sadly ignored and rarely encouraged by the community at large.

Such cases challenge the all-too-prevalent assumption that mentally retarded individuals are necessarily handicapped in all areas of cognitive functioning.

Lorna Selfe works in the Child Development Research Unit, Department of Psychology, University of Nottingham.

Saving a teacher

Mervyn Benford

Living magazine has just adopted Lewknor School, a small Oxfordshire village primary school threatened with a reduction in staff due to a marginal drop in pupil numbers.

The £3,500 the magazine offered, added to the money the school's public appeal has raised, will pay a teacher's salary for at least two years. The school's own efforts involved many donations from well-wishers as far away as Sweden, Switzerland and the United States, as well as substantial help from All Souls College.

In preventing the reduction in staff the school has not only preserved its distinctive teaching arrangements, carefully developed over the last nine years, but has also enabled the starting of a long-discussed project to convert the larger classroom into a shared school and community hall.

The county council wishes to encourage community ventures, and so gave the scheme its blessing, while Living magazine had just begun a major new feature on community life and self-help schemes when they learned of the school's problem.

In a small village school the reductions in staff as the roll falls tend to be quite severe in proportion to the new number of children. Had Helen Dorritt been redeployed

this term, it would have left a large gap.

She was the only infant-trained teacher, the only teacher qualified to take swimming, the specialist in environmental studies and biology (with important responsibilities for the wide range of animals we offer the children), as well as being one of the qualified minibuses drivers.

There are obviously wider implications. Other schools may wish to follow the precedent established at Lewknor, a precedent endorsed by the local authority which has accepted full employer's responsibility for the teacher.

Schools with perfectly normal staffing levels may simply feel they could seek to improve things by buying extra teaching time in this way.

Many teachers would argue that such developments would encourage miserly authorities to inflict harsher bouts of cuts. But there is always potential abuse in human affairs, and the answer is never just if it means permanently smothering ideas and practices that promise good.

Lewknor and Living magazine will no doubt be able to build upon this initial link, via the community scheme, and develop direct links with each other that will benefit the children and the staff of both organizations, as well as the readers.

Schools perhaps need to reach out more to the outside world, and if this sort of financial bridge creates reasonable conditions for such dialogue to take place, it must make for better mutual understanding of all sorts of issues, as well as providing a stimulus to what the schools can offer.

Perhaps linking schools with outside organizations in this sort of way will become as common as the twinning of towns seems to be.

Mervyn Benford is head of Lewknor Primary School, Oxford.

The burden on parents

Bridget Rees

My old granny pushed me through grammar school to Oxford on an old-age pension, and a lot of what she called gump. My daughter is in her first year at the local comprehensive, the local modern equivalent.

I believe in the state system and think it needs involved professional classes to make it work, and before either side's witch-finders can say hohum, I am an apolitical right-centre female leiser faire artist.

I know all the educational arguments, "standards versus chances", but I believed that the 1944 Act was the start of a new fairer deal, when, on a nationwide basis, "background" and money would no longer play a major part in the selection of children for further education.

For my generation, schooled through the 1940s and 1950s, I was right. So I went right on believing, it was fair.

Well, in the past eight weeks we have needed: detailed reference books (two nights in most weeks), library visits, hockey socks, a special sketch pad, mapping pen and money for cheap sweets at the school youth club.

At 11, I walked to the library through back streets in Battersea, (but the elegant shadowy forecourt of a 1980 library in the flowering suburbs is far more seedy at

dusk) and for anything else on that list I would have had to whistle. And it never mattered a damn.

In bad old 1950, school demands on the home were minimal. My remote and intellectual headmistress was nevertheless deeply aware how little some parents had, how little others could aid, how little a fair percentage would alter their own lifestyle for the sake of study.

All three sorts of parents still exist; the local head assumed that it was potential U level pupils whose parents showed up at the pre-school meeting. See, no car, no nerve or no interest are now accepted reasons why their children will fail.

But the demands that all local and junior schools are making on the child's ability to research, to own, and to force parents to provide, appear to me to ensure that only the literate, moneyed, caring parent is going to have a happy, achieving child.

Oh yes, and you need a Daddy: few mothers have yet had the sort of education enabling them to put a name to "a machine for moving big thin and thickens", so how does one look it up? Do teachers realize how long all this finding out takes, and how furious some librarians are getting at the demands of project-work?

So I have learned that the school the state has selected for my daughter assumes my possession of a superior home reference work, £25 to spend on games kit, time to take about buying things, and a strength of mind to oppose sweet-guzzling and discos when the school seems to favour them.

Fine. It is a good school and I still like it. And my daughter is going to have decent marks, fun, no hassle over uniforms, all because I'm me. Educated, not broke, and mobile.



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An old colonial residence in Boston.

Gillian Thomas discovered that a holiday in North America has plenty of

CHILD APPEAL

Like true American Republicans we hurled casks of tea overboard into the harbour. It was the Boston Tea Party all over again—and a history lesson for our children, 11, eight and six, will not forget.

Boston, like all the New England area of America's East Coast, is steeped in history. So it provides an excellent introduction to the continent, especially as it has a temperate climate.

The Tea Party Boat itself is a replica of the small wooden brig, *Beaver*, of 1773. It sailed to Boston only to have its precious cargo of tea tipped overboard. How this incident—re-enacted with the help of polystyrene "casks" firmly roped to the sides for easy recovery—sparked off the War of Independence is graphically explained in the small museum beside it.

So they call it the "Revolution—and we lost," commented our 11-year-old son thoughtfully, as we all sipped tea offered by a costumed guide.

Leaflets on display suggested we should next follow the Freedom Trail through Boston. It links 16

"monuments and shrines" which trace the city's colonial past.

One of them, Faneuil Hall, was the meeting place of the freedom fighters in 1770. There the Constitution was drawn up and debated. The children excitedly trod the Stairway of the Constitution, 13 steps which commemorate the walls old flags with varying numbers of stars and stripes are a vivid reminder of how America gradually became united.

Then we visited Paul Revere's house, built in 1676 and the oldest in central Boston. His famous 20-mile ride from there to the villages of Lexington and Concord was the signal for the Revolution to begin. Another day we drove to see for ourselves where the troops gathered and fired "the shot heard round the world."

Boston's history, from those times to the present day, is dramatically presented in an imaginative slide-map-tape show at the top of its newest and tallest skyscraper, the 60-storey John Hancock Tower. "I

had ever imagined grew in Spain, the twisted, soot-black trunks of almond trees on brick red earth, glad to rest our eyes on the soft green olive trees that patterned the slopes to Cordoba.

Here the Mezquita did not disappoint us and in the gardens of the Alcazar we were delighted to see local boys posing for their wedding groups beside the fountains, and children playing a chess tournament under palm trees.

Seville lay 90 miles away along the E25. It was as hot as expected so we spent a great deal of time in the cool rooms of the Alcazar—as beautiful, though less frequented, as the Alhambra. We strolled in gardens within gardens, and especially liked the memorial to the plays *A Hundred Years Old* was a popular success in the London theatre of the 1930s.

A pool bordered with flowers and under tall trees ended in a kind of apse made of high-backed tiled

that", sighed the children as the lights came up and the commentary faded away.

From the windows there are panoramic views over the city. Towards the east, along the winding Charles river, is the harbour and the airport. To the north the children picked out the distinctive tall stone obelisk on Bunker Hill which, as they had just learned, marks the spot of the first battle of the Revolution—won by the British!

No stay in Boston would be complete without a visit to its equally well-known neighbour just across the river—Cambridge, Mass. The huge seated figure of its most famous citizen, an Englishman, John Harvard, dominates the scene of the university he founded. It overlooks the peaceful tree-lined Harvard Yard, never and larger but no less attractive than the quadrangles of Cambridge, England.

Our son decided that he might enjoy a spell there—at the near-by Massachusetts Institute of Technology—in the dim and distant future.

However, what really caught his eye was a newsagent's hut which claims to stock the largest selection of newspapers in the world. I could well believe that for it had copies from all round the world, together with an enormous collection of magazines.

The boy contented himself with a postcard of the shop, as American newspapers, particularly the *Sunday*, are quite heavy to carry away. But the children all became avid readers of the children's sections.

The history of Boston and New England is not concerned only with the struggle for independence. It is also where America as a nation began. In 1620 the Pilgrim Fathers left Plymouth, Devon, to sail in the *Mayflower* to the New World. When they arrived 50 miles south of Boston after a fearful winter voyage they called their landing place Plymouth town.

A full-scale replica of the *Mayflower* is moored there, 1000 long. It sailed across the Atlantic in 1957. Exploring her, it is hard to imagine how 102 people survived the crossing in such cramped conditions. The fact that one woman even gave birth impressed our two daughters.

Nearby is a typical early settler's

house. Under its straw roof is one main room divided into living and sleeping quarters. American have come a long way since then.

A Pilgrim Village has also been reconstructed to show how English, escaping religious persecution, created their new communities. There we chatted to the "villagers" about their simple life which centres around long hunting and fishing parties in the mud and straw built houses and saw sheep being sheared.

Our eight-year-old who had a project on Red Indians at school was thrilled to have the opportunity of meeting some real ones in a community.

There is, however, a straightforward way there—by exchanging homes with a family from another country. The Indians themselves, how they hunted, fished and vegetables and tobacco.

Around Plymouth we were kind to see many fields planted with small dark red bushes, the cat and the Antiqua tools are displayed even there are regular cooking demonstrations, far, for long or short periods.

All the tourist spots make a party very welcome, though rising naturally from the situation. For example, George and his children were exchanging their modern, three-lighted to find an abundance of old-fashioned material.

Each also carries information, for they have watched each other about local places of interest. Children grow up, been an extremely useful American guests at weddings and funerals. There is invariably a gift of a holiday and exchanged

Another America has her daughter asked if she could spend child appeal. Where else are the holiday with her French pen friends so long and inexpensive?

They agreed, but decided to come in so many different ways. Their daughter's young cor-Even doughnuts are available in a shop next to their home. She varieties, while for slightly noticed became one of the family substantial substance a Macdonald's hamburger is never far away.

A visit to the supermarket, daily from 9 am to 9 pm, was swimming pool, huge fishy breakfast TV, for our children and us—it was one unexpected but other another.

Mutual trust is essential, and when it is there—as in the nature of the transaction it must be—it is unlikely that anything will go seriously wrong

MAKE YOURSELF AT HOME

Catherine Munnion reports on holiday home exchange

their travel and have introduced several of their neighbours to families wanting to exchange.

Neighbours can play an important part in the success of home exchange holidays, particularly when the visitors do not speak the language well. It makes all the difference to be greeted by friendly people who will answer questions and sort out minor problems.

Not everyone, of course, either wants or finds the very friendly relationships experienced by this family, although as an American writing about his recent holiday in England expressed it: "There is a certain intimacy implied with sharing homes. I think both parties were honest and consequently trusting with each other."

The mutual trust is essential, and when it is there—as in the nature of the transaction it must be—it is unlikely that anything will go seriously wrong. It is very unusual for any home-exchangers to feel that their property was not treated with respect.

Usually no money at all is exchanged, except for the use of the telephone. It is sensible to lock away all valuable possessions, but generally everything needed is left for the use of the visiting family, including bed linen, so it is possible to travel light, even with children.

Most people take their own cars to the Continent, but for the increasingly popular exchanges with Americans, who are very keen to see this country, it is usual to exchange cars, too. This worked

very well for a family from Hampshire who exchanged through Home Swap Overseas with a family in Laguna Beach in California. In that part of the world

a car is essential, but they pointed out that in any case must be properly arranged.

As well as the interest of new places, other people's houses have a great fascination. A family from Burnes who went to an old house in Aix-en-Provence very much enjoyed seeing the beautiful old streets and looking at the books and the children enjoyed the unfamiliar toys. Shopping locally was a pleasure, too.

Are English homes equally fascinating to visitors from abroad? Some, of course, have a lot to offer, being in beautiful and historic places. But an ordinary house in an unpromising situation can have its charm, too, as this description by the American visitor shows: "Steven and Louise's home is a typical English semi-detached, two-storey, two bedrooms and den, kitchen and living room, bath. It was in Battersea area, a very culturally mixed one, and convenient to Victoria station by British Rail Clapham Junction. We were close to Battersea Park (for jogging, etc.) and only a short bike ride from Piccadilly central London. Needless to say, we visited every corner of London possible, from music to plays to pubs."

However, it is wise not to assume that visitors will necessarily be happy with any situation. Making good contact before the holiday starts is probably the secret of success and prospective exchangers should be prepared to do quite a lot of work. The part of the agency is simply to publish an exchange book giving details of homes available; subscribers then get in touch with each other directly. It can be difficult to match dates with

suitable accommodation and it is usually necessary to be flexible about where you would like to go and to be ready to try half a dozen or more contacts.

Hazel Nuyor, who has been running *Intervac* for 17 years, recommends a telephone call first of all, even to America—it is not too expensive at off-peak times. This way it is possible to check quickly that your choice of property is free when you want it and letters can follow giving full details. Personal contact and individual letters are, she feels, much more satisfactory than one letter photocopied and sent out in 20 or more addresses.

Intervac also keep a record of all exchanges and are ready to help with advice and holiday insurance. First-time exchangers can be recommended to families who have exchanged before and are known to be satisfactory. They also run a telephone service to help with late arrangements.

Their Exchange Book contains over 4,000 homes from over 30 countries. For full details contact *Intervac*, 6 Sidvale Lane, Altrincham, Derby, DE3 2DY (tel. 0332 58931).

A similar service is offered by the more recently formed *Home Swap Overseas*, PO Box 28, Pinner, Middlesex, HA5 1DH (tel. 01-868 8254).

It is also possible through the *Intervac* directory to arrange to offer and seek hospitality, either for a family or for young people, and to find or offer accommodation to rent. But nearly all subscribers are interested in home exchange and clearly a great many become enthusiasts for this new way of seeing the world and meeting people from a similar walk of life in other countries.

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May 28-June 9 Cruise 080.
11 nights (171
(inc excursions).

Cruise Southampton for 11 hours in handsome Lisbon. See Jeronimos Monastery at Belem, old Alfama quarter, Estoril—many fine nights. Next Malaga to visit Granada's Alhambra palace and other fine Moorish and Andalusian treasures. And true flamenco. Cross the Med to Ceuta, port for old Islamic holy city Tetuan, fascinating and unforgettable for North European children. Finally Vigo, Galician port of Roman origins (plundered by Drake, 1585) near famed medieval shrine Santiago de Compostela. Sail back to Southampton.

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August 18-29 Cruise 086.
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Sail from Southampton north to surprising Hamburg. 30 hours to absorb the unexpected beauty and complex history of this ancient Hanseatic centre. Then into the Baltic to Gdynia, the "Polish Corridor" port which now serves Gdańsk (formerly Danzig) rich in preserved and restored architectural beauty (marvellous organ at St Mary's monastery); then unassuming, cheerful and beautiful Olo (Viking Museum, Kon-Tiki raft, fine fjord tours and views) and Amsterdam for canal tours, the Rijksmuseum, scenic villages of Volendam and Marken. And back to Tilbury.

August 29-Sept 6 Cruise 087.
8 nights (100
(inc excursions).

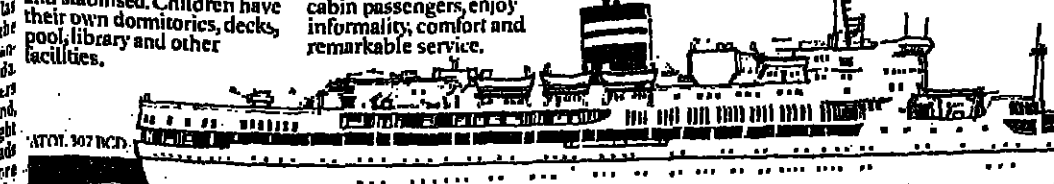
Cruise from Tilbury via the Skagerrak and Kattegat to Malmö, the epitome of a modern attractive Swedish commercial centre, graced with handsome remains of its past. Malmöhus Castle where the Earl of Bodowil was imprisoned, Torup Bosjökloster, a Benedictine convent, Glömminge, a well-preserved medieval stronghold. Next Copenhagen, with ample time to see the city's many highlights and to tour gentle countryside outside, as far as Frederiksborg Museum, Kon-Tiki raft, fine fjord tours and views) and Amsterdam for canal tours, the Rijksmuseum, scenic villages of Volendam and Marken. And back to Tilbury.

Nov 4-17 Cruise 092.
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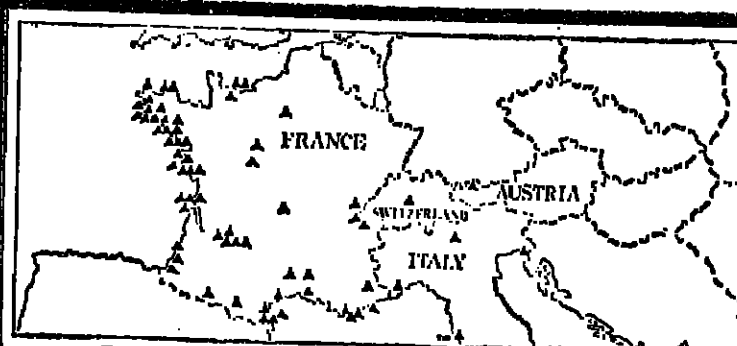
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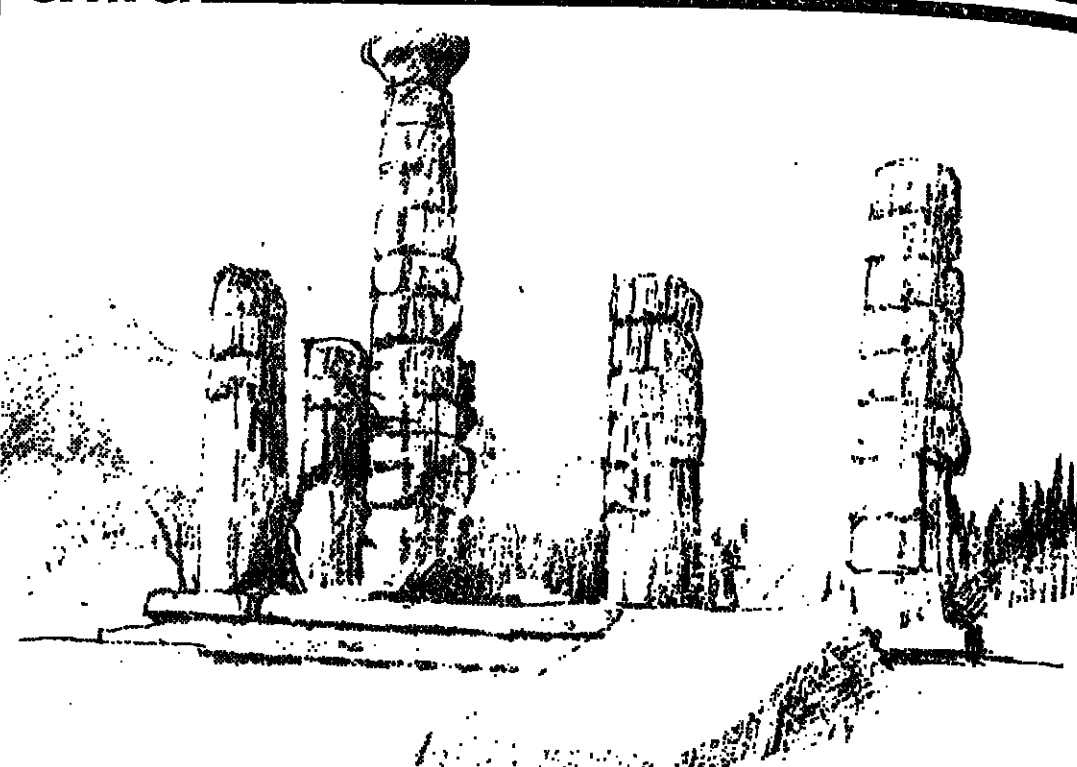
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The dignity of Delphi...

AEGEAN JOURNEY

"... a rare feast of experiences" is how Charles Hardaker describes his Hellenic

Behind the imperfect circles of the world lies the Perfect Circle, the Form of Circle, the Circle-in-itself, proclaimed the lecturer as the ship pulled away from the volcanic cliffs of Santorini. In the circle of islands of which Santorini was one, in the still air and clear light of the Aegean these words, the essence of Plato's philosophy, were riveting.

Having decided, in the midst of a terrible winter and a period of difficulty in my work as a painter, to have a real holiday, a Swan's Hellenic Cruise, I found myself on a wet, bleak day boarding the plane at Gatwick for Venice and the "Orpheus". All fear of loneliness was soon dispelled during the flight as champagne and good food broke the ice all round.

There is no place quite like Venice for a sense of the serene in substantiality of the physical world. It hung there poised in the imperceptible gradations between sea and air, as we sailed out of the lagoon listening to our first lecture on its past glories. Swan's, engage lecturers of renown who travel with us to speak about the classical world and the sites to be visited.

The next fortnight was to provide a rare feast of experiences as we travelled down the Adriatic coast and into the Aegean sea. The sea in all its moods was the harmonizing background and for one whose first cruise this was, it was astonishing in its range of colours: brilliant emerald-like calm blue at Patmos, deep slatey grey-green in the northern waters, limpid green gold in the Venetian Adriatic. Some of our happiest moments were spent leaning on the rail watching the sea by night and day.

Although every place visited was of absorbing interest, certain places stand out for their extra qualities, remaining clear in the memory.

On the fourth day out, as we arrived at Itea, the port for Delphi, the tranquil morning light bathing the bay above which rose the twin peaks of Parnassus. After a marvellous coach ride into the mountain, we arrived at the site of the Delphic Oracle. It would be appropriate here to mention the superb timing of everything on this holiday, the coaches always ready to whisk us away and, most important, the early arrival at most sites before crowds had gathered.

Delphi somehow conferred a remarkable dignity on all who walked the sacred way to the Stadium, passing the Treasuries, the Temple of Apollo, the Theatre—all marvels of architecture. It was a dignity strangely in keeping with that of the unique bronze charioteer in the museum there.

The next day, after passing through the Corinth Canal, we approached Santorini. It was 6 am, and the volcanic cliffs loomed menacingly in the half light. The scene of a gigantic cataclysm which, some say, destroyed Atlantis and the Minoan civilization, the cliffs are dark and rugged, quite unlike the gently wooded islands and coast-line seen so far.

A fellow artist and I decided stay on board and draw the zig-zagging white painted buildings to the town at the cliff's end and up and down the dark shapes of carrying their human burden.

By the time the ship was way again, the sun was up and we were passing the active cone of volcano from which, however, no smoke or lava; but sulphur in the air and pieces of pumice floated in the water.

Through Heraklion and the Peloponnese, on Crete, the island of Rhodes, and Ephesus in Turkey, most impressive, were visited island of Patmos, with the famous monastery on its summit, the place of white painted walls, sagas and chapels rich in atmosphere of the Greek East and housing superb mosaics, exquisite icons watched over by tall dark hooded monks. On way down we visited the cave, in the living rock, home of St. John the Evangelist, the place of Revelation.

Through the Dardanelles to the scene of World War One we arrived at Troy from where overgrown walls one heard chanted lines from Homer in the stringent tones of classical Greek.

A dirty, hilly place, this site of nine cities, with much still to be excavated and the Ephesus, shattered and masonry lay half buried in sandy soil while tall, dry grass rustled in the hot wind and no doubt of the place's past glory.

All in all this is a bargain. But it is not, of course, adequate for local or detailed work. The successor to the one inch to one mile maps, now on the slightly larger scale of 1 to 50,000, is ideal for most motoring, tourism and outdoor purposes. This series is so well known as to need no further description, but it is as well to recall that "one-inch" tourist maps for a number of popular areas



Waterfront chapel on the delightful island of Mykonos.

"The Isles of Greece" continued

of Achilles and Hector, of the Achaeans and Trojans.

Istanbul was full of the bustle of boats, bazaars, traffic and teeming humanity with its backdrop of domes and minarets. Glorious mosques preside over a frenetic way of life, like vast mysterious caverns hung with huge Islamic inscriptions and chandeliers.

Here the traffic lights are considered as decoration only—red means "go", orange means "go", and green means "go quickly". Here our coach stopped while two men physically settled an argument over a car crash.

The ship having turned near Istanbul, we were now on the return journey. A spectacular night storm heralded our approach to the island of Samothrace. In the grey, early morning light this island seemed suddenly to rise up out of the sea, and shrouded in cloud, it was awesome.

Four times out of five it is impossible to land but we were lucky and found ourselves ashore on the site of a great mystery cult of a wilder, Dionysiac nature and the home of the Winged Victory of the Mount Athos peninsula. Formerly it was almost as important a site as Delphi but now all that remains are a few scattered houses amongst tangled trees through which black goats wander.

Later that day we cruised for about three hours around the Mount Athos peninsula, seeing many of the monasteries and sketes perched high on towering cliffs. The weather, now grey and stormy, heightened the sense of the sublime which hung over the whole area. The lecturer gave a virtuoso performance here speaking for almost three hours about the monasteries as each one appeared.

THE WAY AHEAD

Francis Kellaway looks at maps for the British Isles

Planning and making a trip in Britain gets easier every year as the range of maps and guides continues to increase. The resources now on the market present something of an embarrassment of choice, but there are always good things in the catalogue of the Ordnance Survey. A new basic survey of the whole country will be out soon. As a result there are fresh editions of old favourites, and also several new products.

A single map covering the whole country, *Routeplanner of Great Britain 1980* is an updated version of the 1 to 625,000 (or one inch to 10 miles) picture which in a single folder has the northern and southern halves of the country, printed back to back on one sheet.

All motorways are in blue, with dates for the opening of stretches nearing completion. Primary routes (the network of roads selected to complement the motorway system) are shown in green, with selected place names on the routes also picked out in the same colour. Other main roads are red, and distances between marked points are shown.

There is also an inset distance table showing the number of miles between each of more than 40 major centres. Note, incidentally, that the mile is the unit used, although much of the explanatory text and description of conventional signs printed alongside the map is given in German and French as well as English.

There are other insets, giving information on motorail and ferry services, and on the limited interchange, through routes in and around major towns and cities, and the location of national parks and areas of outstanding natural beauty.

All in all this is a bargain. But it is not, of course, adequate for local or detailed work. The successor to the one inch to one mile maps, now on the slightly larger scale of 1 to 50,000, is ideal for most motoring, tourism and outdoor purposes. This series is so well known as to need no further description, but it is as well to recall that "one-inch" tourist maps for a number of popular areas

Minaret and dome at Rhodes

A long haul south brought us to the Cyclades, to Delos with its famous light and line of archaic lions, to Mykonos with its delightful shops, chapels, windmills and houses amongst tangled trees through which black goats wander.

And then—Athens, where from a vantage point on a hill near by, we saw what must be one of the most special sights in the world: a bluish-violet hill with shadowy ruins on its slopes, crowned with the Propylaea, Parthenon and Erechtheum just catching the rays of the sun and turning to gold.

We stood spellbound. Then we were on the Acropolis itself, wandering in brilliant sunlight, among the massive, yet infinitely

refined, structures. We ended our visit seeing the magnificent set of koral in the Acropolis Museum, sculptured maidens, chimeric images with their famous "archaic smile".

A final highlight was Olympia in the Peloponnese, an ancient weathered place amid magnificent trees. Here, with a friend, I ran a symbolic 100 yards on the original Olympic Stadium.

As it began so the cruise ended, in Venice—a circle perfectly complete in every detail, from its itinerary, lecturers, the "Orpheus" and its helpful staff and crew, to new friends made, new ideas and a new love—Greece.

Drawing by Charles Hardaker

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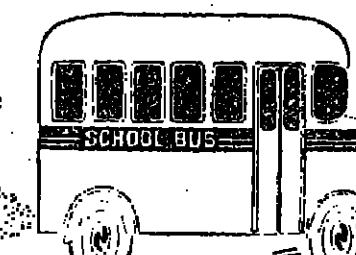
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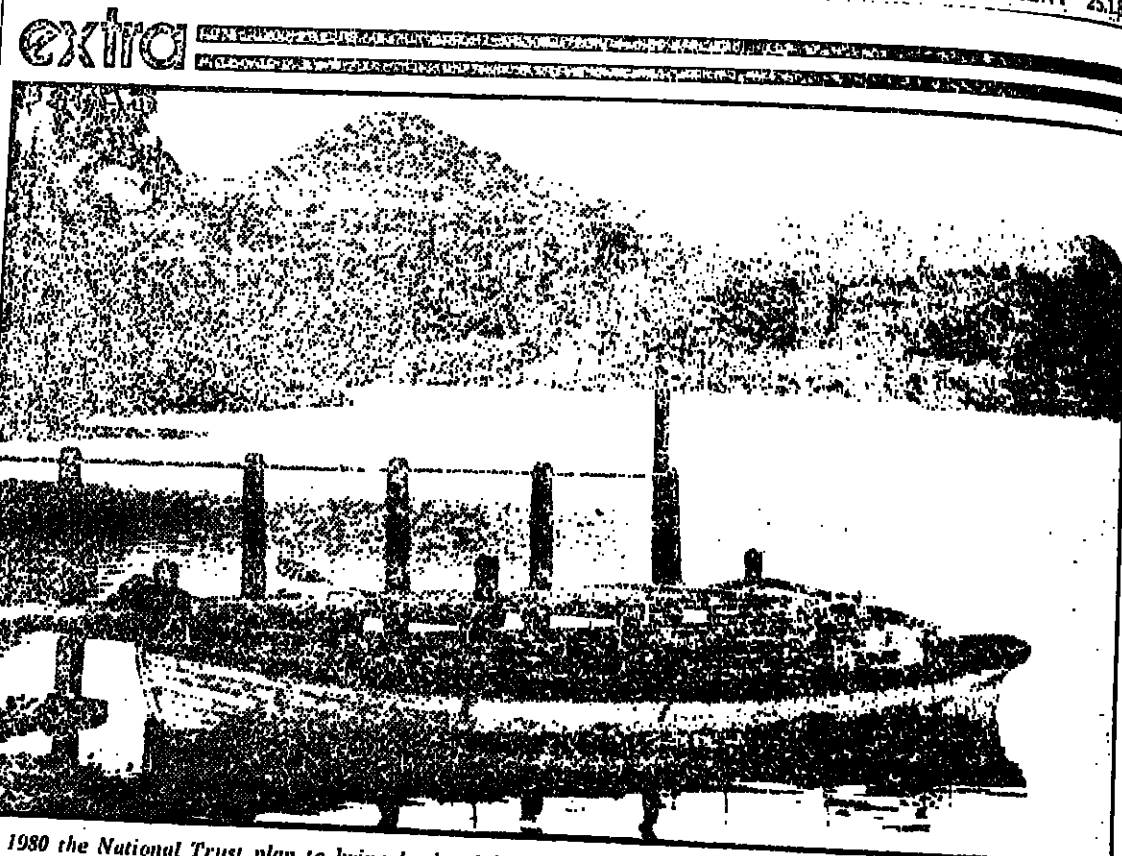
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In 1980 the National Trust plan to bring back a Victorian steam boat to sail again upon Coniston Water.

PAST WOODED HILLS

Among the hills and lakes of Cumbria, Dudley Wilson discovers the past through the techniques of industrial archaeology

"At the edge of the wood, not far from the smoking mound, there was a hut shaped like a round tent, but not made of canvas but of larch poles set up on end and all sloping together so that the longer poles crossed each other at the top. On the side of it nearest to the mound there was a doorway covered with a hanging flap made of an old sack. The sack was pulled aside from within and a little, bent old man, as wrinkled as a walnut and as brown, with long, bare arms covered with muscles came out, sunlight."

The vignette by its mysterious mound is encountered not in the Australian outback or in the remotest of Coniston Water or Windermere in the English Lake District. This once familiar scene, an accurate description of a charcoal burner's hut from Arthur Ransome's *Swallows and Amazons*, has disappeared through the techniques of industrial archaeology, as satisfying a voyage of discovery for many as any expedition to distant lands. The explorers mentioned are, of course, Captain John, Roger, Titty and Susan. Ransome who lived in the Coniston area, the setting along with his books, clearly knew the charcoal burners and their trade well. The yet repugantly healthy life in the two-piece clearings some time between the world wars.

Most, it is not quite all, industry derived from the mixed woods of High Furness has vanished. It is now prime subject matter for vacationers spent out about and close to the countryside with industrial archaeology as a motivational weather activity with library research, mapping, planning and sifting notes.

Families, school, college and university groups have taken up this pursuit as a serious discipline and holiday as strenuous as you wish. It offers the thrills of detection and sketching. Such an approach to landscape, nature made and man moulded, is absorbing and rewarding.

More strange is that one of England's most rural and idyllic regions should yield such evidence of departmental industry. Add to this the long practised in Lakeland, parish of Rusk, of working literary with its unrivalled beauty can provide a complete holiday experience.

High Furness for centuries under the sway of monks from Furness Abbey, is superb ground for holidaymaking, whether you wish to tramp the fells, climb, swim or

simply stay put. Coniston Old Man, its mines figure in Ransome too, dominates the district. In Coppermines Valley and beyond is a rich concentration of works, shafts, tunnels, levels, conduits and shuttered watercourses.

Man has left industrial debris all over this side of the mountain. It's an unpleasant route to the summit ruined engine sheds but for parties in search of industrial history it's highly interesting. Its most recent claim to fame, an example of literary archaeology, is as the setting for Richard Adams's *The Plague* (Page).

This novel illustrated by Alfred Wainwright, the master of lake-land mountain handbooks, has already become a guide for hikers pilgrims following in the footsteps of Satter, Row and Ted round the South-west, How Crag and (now blocked in). The routes make exciting walking and can be enjoyed the more by reliving the scenes.

A steam yacht, Gondola, plied to regular timetables on the waters of Coniston for more than 80 years. Since the last year she has rotted away but now the National Trust has begun to try to bring this queen of Victorian lake steam boats back into service during 1980. This is a laudable undertaking which deserves wide support with cash and volunteer labour.

Gondola was launched in 1859 and built by Jones and Quiggin of Liverpool to designs of Sir James Coniston and Furness Railways and Furness.

For those fascinated by the early steam yachts the Windermere Steamboat Museum must be visited. This is a collection made by local builder George Pattinson. Here are the sumptuous Brankson and Sperance, this last built for H. W. Ramsden, and the oldest boat on Lloyd's register and considered yacht.

Schneider, like Ramsden, was an industrial tycoon of Furness. His companies exploited the iron-ore deposits of Askam, developed Barrow as a planned community and wealth enabled him to commute in a grand style from his Bowness Bay bungalow on board Esperance, a train on a private line to catch a side into Barrow.

For 50 years Gondola was captained by Felix Hamill who completed 13,000 sailings. Damage to his ship during his command resulted in a mere eight shillings. Hamill is a good source of material on Rusk, who lived at Brantwood on Conis-

ton's eastern shore, one old man flowering at the other, as it were. However, grounds and outcrops (which display the sea's bog, carriage and impediment) are well worth visiting. I used to stay there and have slept in the master's bed and mounted into his masterpiece of a bath.

One evening Hamill was repairing the Brantwood yacht by the slipway when Rusk and Carlisle passed talking merrily, then laughter sounding "like cracks of lightning as made your heart feel glad". These two are widely supposed to have been humbug men but here is heartening evidence to the contrary.

Rusk sailed with Gondola when he escaped from the spring cleaning to Lake Bank Hotel. Any boat which made Rusk admit "I may not be worth preserving, but you need to cruise with Gondola too from Ten Ludge."

When we sail with Gondola again as the Victorians and Edwardians did we will pass the wooded hills where the charcoal burners dwelt at their pitsides. Photographs confirm Ransome's account but the flavour and aromatic smell of burning in full autumn this is well caught in A. H. Heaton Cooper's painting which I put out around 1903. Another canvas shows colliers, but, mound and screens. Both are invaluable evidence of a vanished scene.

Coppice woods of oak, silver and hazel were felled every 15 or 16 years, the bark stripped for tanneries, and allowed to lie for smoking the following year. You must not wood to have wood was the motto of owners for coppices would be fully regrown in 15 years to produce another crop. Now sapling growth is over-shadowed.

Charcoal was used in Roman and Medieval blommeries to smelt iron which came up raw from Low Furness. Traces of slag indicating blommeries make interesting discoveries at Woodland, Lawson Park, on Peel Island and elsewhere.

The first furnace was built in 1736 at Nibthwaite on the Crake which flows from Coniston Water. Now even more charcoal was needed and shipped down lake. The weir used to raise power can still be seen and an explanation for its fits nicely into the landscape puzzle.

More famous is Backbarrow Ironworks. This is a strange place, an early industrial village in the heart of Furness woods. It is one of the oldest continuously worked iron-making sites in Britain with blommery blast furnace and refinery in succession. The site was largely cleared after closure in 1967.

Charcoal was used right until 1920 when the switch to coke probably finished off charcoal burning in

continued on opposite page

"Past wooded hills" continued

Lakeland. Backbarrow is associated fittingly with the Wilkinson iron masters—the cast iron memorial to John Wilkinson, a giant of the industrial revolution, stands in nearby Lindale.

From Haverthwaite Schneider's railway will connect with the Windermere boats. Sealink's fleet includes the veteran Tern built in 1891. At Greenodd, a Viking landing place described in W. G. Collingwood's *Thurston of the Mere*, rivers from Coniston and Windermere meet. All is quiet now but it was once an animated scene of boats arriving and unloading from upstream and down estuary.

I leave you to discover the bobbin mills (one at Finsthwaite is to be restored and there is no finer ramble than up to the reservoirs of Low and High Dam in the Heights), premises for tanning, will making, coopers. Elsewhere in Cumbria I suggest the quarries of Honister or Langdale, the wad mines and pencil industry at Keswick. Best of all would be the Kent Valley industries from the quarries practically at the Kent source, to Kent's diatomite works, wood-turning at Staveley, paper making at Burnside to the host of industries ranging from shoes and turbines to snuff grinding in Kendal.

Last stop would be the former gunpowder works where local charcoal was used. Nearby on the Bela is a superb example of a fully working water mill, Heron Corn Mill at Beaman.

No holiday or field-study tour involving industrial archaeology should be lightly undertaken. Large scale OS maps are essential. Read specialist works by J. D. Marshall and M. Davies-Shiel who is a local teacher.

Dr Marshall of Lancaster University's Centre for North West Studies has, by the way, recently launched an appeal for help in recording Cumbria's past for his *Industrial and Social Monument Survey* which covers mills, craft workshops, mines, quarries and lime kilns. Visiting parties may well be able to assist.

The Lake District National Park Centre at Brockhole, Windermere, should definitely be visited. Their films, lectures, guided walks and

publications touch on most aspects of Lakeland life. They regularly show a colour film which patiently reconstructs the charcoal burning processes.

Cumbria Tourist Board at Ellerthwaite, Windermere, advise on accommodation for parties. If you are going anywhere near Coniston Old Man or Wetherlam make a careful study of Wainwright's *Southern Fells* which locates dangerous shafts, caves and quarries.

Finally, parties would do well to consider the work of the Forestry Commission in Grizedale. Head Forester Bill Grant has pioneered the imaginative use of forestry properties for educational and general enjoyment. Here is a museum, Theatre in the Forest, trails, camp site, inexpensive dormitory accommodation for groups and Ormside Hotel, now a haunt of gourmet since Yves Champaun moved in as chef.

WATER, FIRE AND CHALLENGE

Christopher Portway treks in Iceland

Iceland has been termed a land of fire, ice and contrasts. It is certainly all these and a land of misconceptions, too. But above all, perhaps, it is a land of challenge. The island received its chilly sounding name from a Norse Viking in the ninth century, who after wintering there climbed a mountain and saw one of the fjords on the north-west coast full of pack ice in what was doubt an unusually cold spring. Though there are several permanent glaciers, including Vatnajökull (the largest in Europe), in actual fact only about one eighth of the country's surface is covered by ice. It would, without doubt, be more appropriate for Iceland to exchange names with Greenland since the latter consists largely of a huge ice-cap.

The misconceptions must have gone a long way towards the creation of the notion that the island, newly discovered on the fringe of the habitable world, was a land of challenge. Eleven hundred years ago this drew men of stature to a coastal belt that gave a foothold for human life. Men with names like Rieik who Red and Gnupa-Buror, who, having established a new home in the north, suspected that milder conditions might be found on the opposite shores. Constructing sledges for his livestock, the latter loaded them with hay and his worldly possessions and drove south through unexplored deserts and mountains among icecaps, and over five great glacial rivers, to put his theory to the test.

In modern times, there have been men like Hannes Jónsson whose duties as postman to the Orskof district involved him, in 1934, in an eight-hour crossing of the Skeiðarárjökull ice sheet, with a volcano erupting under the ice cap behind and the glacier moving beneath him, floated up by the force of the meltwaters below. Icelandic landscape has formed

the backdrop to the sagas and is a fitting match for the stories themselves. Beyond Reykjavik lie the farmlands, the rivers, the fjords, the coastal townships, and behind them, always, the mountains, ice-caps, and deserts, the everlasting wastelands of black sand, snow-bound and deserted throughout the long winter, but in the summer warm under the twenty-four hour sun. With such loneliness a part of its heritage Iceland has a homogeneity that few modern countries possess. Not only does it seem that everyone in the nation knows everyone else, but the Icelanders' present is clearly connected with a living past. As they speak of the history one has the notion that they are personally remembering events that happened to ancestors centuries before.

The sense of blending of past and present becomes stronger the deeper into the country one delves. continued overleaf



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Required for April or September, 1980, a teacher to be responsible for the SCIENCE department. The person appointed must be capable of teaching Physical Science to 'O' level standard.

SCALE 2 ART

NORTON SCHOOL (Roll 992) Barkings Road, Stockton, Cleveland TS20 2RD

(Tel.: Stockton 557361) Required for Easter, 1980, a suitably experienced teacher to be second in charge of this lively and well equipped ART department.

SCALE 2 ENGLISH (Re-advertisement)

ST. PETER'S R.C. SCHOOL (Roll 828) Normanby Road, South Bank, Cleveland TS6 6SP

(Tel.: Easingwold 45482) Required for Easter, 1980, an experienced teacher to hold a post of responsibility with the ENGLISH department and to be in charge of one of the school's two libraries. Application forms are obtainable from the Head Teacher at the address shown above and returnable to Monsignor L. Carson, St. Andrew's Presbytery, 1 Bondfield Road, Teesside, Cleveland.

SCALE 2 MUSIC

COULBY NEWHAM SCHOOL (Roll 407) Manor Farm Way, Coulby Newham, Middlesbrough, Cleveland

(Tel.: Middlesbrough 553113) Required for Easter, 1980, a teacher to be responsible for the MUSIC department of this new school whose roll will increase from the present 400 to 600 by 1981, and, ultimately, to 900. Purpose-built music suite. Excellent scope for building up a good music tradition including instrumental work. Willingness to offer a subsidiary subject would be an advantage at this stage.

11-18 SCHOOLS

SCALE 2 PHYSICS

ENGLISH MARTYRS R.C. SCHOOL (Roll 1,330) Calceote Road, Hartlepool, Cleveland TS25 4HA

(Tel.: Hartlepool 73790) Required for Easter, 1980, a teacher to teach PHYSICS to 'A' level.

Application forms are obtainable from the Head Teacher at the address shown above and returnable to Rev. P. McGuigan, St. Patrick's Presbytery, Oulton Manor Lane, Hartlepool, Cleveland

SCALE 1 CHEMISTRY

MANOR SCHOOL (Roll 980) Oulton Manor Lane, Hartlepool, Cleveland TS25 3PS

(Tel.: Hartlepool 77018) Required for September, 1980, a teacher for CHEMISTRY.

SCALE 1 MUSIC

DYKE HOUSE SCHOOL (Roll 1,315) Mapleton Road, Hartlepool, Cleveland TS24 8NQ

(Tel.: Hartlepool 68377) Required for Easter, 1980, a teacher for MUSIC. The ability to teach choral work would be an advantage.

SCALE 1 SCIENCE (Re-advertisement)

HIGH TUNSTALL SCHOOL (Roll 1,275) Etwick Road, Hartlepool, Cleveland TS26 6LQ

(Tel.: Hartlepool 61446) Required for Easter, 1980, a teacher for Lower School PHYSICS and CHEMISTRY. Opportunity of more advanced work for a suitable candidate.

SIXTH FORM COLLEGES

SCALE 3 HOME ECONOMICS

SIR WILLIAM TURNER'S SIXTH FORM COLLEGE (Roll 304) Redcar Lane, Redcar, Cleveland

(Tel.: Redcar 47441) Required for September, 1980, a teacher to be responsible for the HOME ECONOMICS department.

The following vacancies exist at:

ST. MARY'S R.C. SIXTH FORM COLLEGE (Roll 616) Saltersgate Avenue, Middlesbrough, Cleveland TS4 3JP

(Tel.: Middlesbrough 64080)

SCALE 3 ENGLISH

Required for September, 1980, or earlier if possible, a teacher to help with the organisation of this large department and to teach ENGLISH to Advanced and Special Levels.

SCALE 2 GIRLS' PHYSICAL EDUCATION

Required for Easter, 1980, a suitably qualified and experienced teacher to assist the Head of Department and to organise the GIRLS' PHYSICAL EDUCATION. Financial assistance with household removal expenses is available in approved cases.

Application forms and further details are obtainable from the Head Teachers/Principals at the addresses shown above. Applications by letter should include detailed information regarding education, training qualifications and experience together with the names and addresses of three referees.

Completed application forms and letters of application should be submitted direct to the Head Teachers/Principals at the addresses shown above unless otherwise stated by not later than Friday, 8th February, 1980.

Other Posts on Scale 2 and above

BROMLEY

(London Borough of) Bromley, Kent

Required for April, 1980, a teacher to be responsible for the SCIENCE department. The person appointed must be capable of teaching Physical Science to 'O' level standard.

SCALE 2 ART

NORTON SCHOOL (Roll 992) Barkings Road, Stockton, Cleveland TS20 2RD

(Tel.: Stockton 557361) Required for Easter, 1980, a suitably experienced teacher to be second in charge of this lively and well equipped ART department.

SCALE 2 ENGLISH (Re-advertisement)

ST. PETER'S R.C. SCHOOL (Roll 828) Normanby Road, South Bank, Cleveland TS6 6SP

(Tel.: Easingwold 45482) Required for Easter, 1980, an experienced teacher to hold a post of responsibility with the ENGLISH department and to be in charge of one of the school's two libraries. Application forms are obtainable from the Head Teacher at the address shown above and returnable to Monsignor L. Carson, St. Andrew's Presbytery, 1 Bondfield Road, Teesside, Cleveland.

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11-18 SCHOOLS

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(Tel.: Hartlepool 73790) Required for Easter, 1980, a teacher to teach PHYSICS to 'A' level.

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(Tel.: Hartlepool 77018) Required for September, 1980, a teacher for CHEMISTRY.

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DYKE HOUSE SCHOOL (Roll 1,315) Mapleton Road, Hartlepool, Cleveland TS24 8NQ

(Tel.: Hartlepool 68377) Required for Easter, 1980, a teacher for MUSIC. The ability to teach choral work would be an advantage.

SCALE 1 SCIENCE (Re-advertisement)

HIGH TUNSTALL SCHOOL (Roll 1,275) Etwick Road, Hartlepool, Cleveland TS26 6LQ

(Tel.: Hartlepool 61446) Required for Easter, 1980, a teacher for Lower School PHYSICS and CHEMISTRY. Opportunity of more advanced work for a suitable candidate.

SIXTH FORM COLLEGES

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(Tel.: Redcar 47441) Required for September, 1980, a teacher to be responsible for the HOME ECONOMICS department.

CAMBRIDGESHIRE

CAMBRIDGE COLLEGE (Roll 1,111) Llanidloes, Powys

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THE TIMES EDUCATIONAL SUPPLEMENT 25.1.80

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SCALE 2 ART

SECONDARY Technical Studies continued

SUFFOLK

COUNCIL
NORTHWICH SCHOOL, Northwich, Cheshire, (11-18, mixed, 11-12, 13-14, 15-16, 17-18, mixed, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 31-32, 33-34, 35-36, 37-38, 39-40, 41-42, 43-44, 45-46, 47-48, 49-50, 51-52, 53-54, 55-56, 57-58, 59-60, 61-62, 63-64, 65-66, 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80, 81-82, 83-84, 85-86, 87-88, 89-90, 91-92, 93-94, 95-96, 97-98, 99-100, 101-102, 103-104, 105-106, 107-108, 109-110, 111-112, 113-114, 115-116, 117-118, 119-120, 121-122, 123-124, 125-126, 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140, 141-142, 143-144, 145-146, 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162, 163-164, 165-166, 167-168, 169-170, 171-172, 173-174, 175-176, 177-178, 179-180, 181-182, 183-184, 185-186, 187-188, 189-190, 191-192, 193-194, 195-196, 197-198, 199-200, 201-202, 203-204, 205-206, 207-208, 209-210, 211-212, 213-214, 215-216, 217-218, 219-220, 221-222, 223-224, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238, 239-240, 241-242, 243-244, 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258, 259-260, 261-262, 263-264, 265-266, 267-268, 269-270, 271-272, 273-274, 275-276, 277-278, 279-280, 281-282, 283-284, 285-286, 287-288, 289-290, 291-292, 293-294, 295-296, 297-298, 299-300, 301-302, 303-304, 305-306, 307-308, 309-310, 311-312, 313-314, 315-316, 317-318, 319-320, 321-322, 323-324, 325-326, 327-328, 329-330, 331-332, 333-334, 335-336, 337-338, 339-340, 341-342, 343-344, 345-346, 347-348, 349-350, 351-352, 353-354, 355-356, 357-358, 359-360, 361-362, 363-364, 365-366, 367-368, 369-370, 371-372, 373-374, 375-376, 377-378, 379-380, 381-382, 383-384, 385-386, 387-388, 389-390, 391-392, 393-394, 395-396, 397-398, 399-400, 401-402, 403-404, 405-406, 407-408, 409-410, 411-412, 413-414, 415-416, 417-418, 419-420, 421-422, 423-424, 425-426, 427-428, 429-430, 431-432, 433-434, 435-436, 437-438, 439-440, 441-442, 443-444, 445-446, 447-448, 449-450, 451-452, 453-454, 455-456, 457-458, 459-460, 461-462, 463-464, 465-466, 467-468, 469-470, 471-472, 473-474, 475-476, 477-478, 479-480, 481-482, 483-484, 485-486, 487-488, 489-490, 491-492, 493-494, 495-496, 497-498, 499-500, 501-502, 503-504, 505-506, 507-508, 509-510, 511-512, 513-514, 515-516, 517-518, 519-520, 521-522, 523-524, 525-526, 527-528, 529-530, 531-532, 533-534, 535-536, 537-538, 539-540, 541-542, 543-544, 545-546, 547-548, 549-550, 551-552, 553-554, 555-556, 557-558, 559-560, 561-562, 563-564, 565-566, 567-568, 569-570, 571-572, 573-574, 575-576, 577-578, 579-580, 581-582, 583-584, 585-586, 587-588, 589-590, 591-592, 593-594, 595-596, 597-598, 599-600, 601-602, 603-604, 605-606, 607-608, 609-610, 611-612, 613-614, 615-616, 617-618, 619-620, 621-622, 623-624, 625-626, 627-628, 629-630, 631-632, 633-634, 635-636, 637-638, 639-640, 641-642, 643-644, 645-646, 647-648, 649-650, 651-652, 653-654, 655-656, 657-658, 659-660, 661-662, 663-664, 665-666, 667-668, 669-670, 671-672, 673-674, 675-676, 677-678, 679-680, 681-682, 683-684, 685-686, 687-688, 689-690, 691-692, 693-694, 695-696, 697-698, 699-700, 701-702, 703-704, 705-706, 707-708, 709-710, 711-712, 713-714, 715-716, 717-718, 719-720, 721-722, 723-724, 725-726, 727-728, 729-730, 731-732, 733-734, 735-736, 737-738, 739-740, 741-742, 743-744, 745-746, 747-748, 749-750, 751-752, 753-754, 755-756, 757-758, 759-760, 761-762, 763-764, 765-766, 767-768, 769-770, 771-772, 773-774, 775-776, 777-778, 779-780, 781-782, 783-784, 785-786, 787-788, 789-790, 791-792, 793-794, 795-796, 797-798, 799-800, 801-802, 803-804, 805-806, 807-808, 809-810, 811-812, 813-814, 815-816, 817-818, 819-820, 821-822, 823-824, 825-826, 827-828, 829-830, 831-832, 833-834, 835-836, 837-838, 839-840, 841-842, 843-844, 845-846, 847-848, 849-850, 851-852, 853-854, 855-856, 857-858, 859-860, 861-862, 863-864, 865-866, 867-868, 869-870, 871-872, 873-874, 875-876, 877-878, 879-880, 881-882, 883-884, 885-886, 887-888, 889-890, 891-892, 893-894, 895-896, 897-898, 899-900, 901-902, 903-904, 905-906, 907-908, 909-910, 911-912, 913-914, 915-916, 917-918, 919-920, 921-922, 923-924, 925-926, 927-928, 929-930, 931-932, 933-934, 935-936, 937-938, 939-940, 941-942, 943-944, 945-946, 947-948, 949-950, 951-952, 953-954, 955-956, 957-958, 959-960, 961-962, 963-964, 965-966, 967-968, 969-970, 971-972, 973-974, 975-976, 977-978, 979-980, 981-982, 983-984, 985-986, 987-988, 989-990, 991-992, 993-994, 995-996, 997-998, 999-1000, 1001-1002, 1003-1004, 1005-1006, 1007-1008, 1009-1010, 1011-1012, 1013-1014, 1015-1016, 1017-1018, 1019-1020, 1021-1022, 1023-1024, 1025-1026, 1027-1028, 1029-1030, 1031-1032, 1033-1034, 1035-1036, 1037-1038, 1039-1040, 1041-1042, 1043-1044, 1045-1046, 1047-1048, 1049-1050, 1051-1052, 1053-1054, 1055-1056, 1057-1058, 1059-1060, 1061-1062, 1063-1064, 1065-1066, 1067-1068, 1069-1070, 1071-1072, 1073-1074, 1075-1076, 1077-1078, 1079-1080, 1081-1082, 1083-1084, 1085-1086, 1087-1088, 1089-1090, 1091-1092, 1093-1094, 1095-1096, 1097-1098, 1099-1100, 1101-1102, 1103-1104, 1105-1106, 1107-1108, 1109-1110, 1111-1112, 1113-1114, 1115-1116, 1117-1118, 1119-1120, 1121-1122, 1123-1124, 1125-1126, 1127-1128, 1129-1130, 1131-1132, 1133-1134, 1135-1136, 1137-1138, 1139-1140, 1141-1142, 1143-1144, 1145-1146, 1147-1148, 1149-1150, 1151-1152, 1153-1154, 1155-1156, 1157-1158, 1159-1160, 1161-1162, 1163-1164, 1165-1166, 1167-1168, 1169-1170, 1171-1172, 1173-1174, 1175-1176, 1177-1178, 1179-1180, 1181-1182, 1183-1184, 1185-1186, 1187-1188, 1189-1190, 1191-1192, 1193-1194, 1195-1196, 1197-1198, 1199-1200, 1201-1202, 1203-1204, 1205-1206, 1207-1208, 1209-1210, 1211-1212, 1213-1214, 1215-1216, 1217-1218, 1219-1220, 1221-1222, 1223-1224, 1225-1226, 1227-1228, 1229-1230, 1231-1232, 1233-1234, 1235-1236, 1237-1238, 1239-1240, 1241-1242, 1243-1244, 1245-1246, 1247-1248, 1249-1250, 1251-1252, 1253-1254, 1255-1256, 1257-1258, 1259-1260, 1261-1262, 1263-1264, 1265-1266, 1267-1268, 1269-1270, 1271-1272, 1273-1274, 1275-1276, 1277-1278, 1279-1280, 1281-1282, 1283-1284, 1285-1286, 1287-1288, 1289-1290, 1291-1292, 1293-1294, 1295-1296, 1297-1298, 1299-1300, 1301-1302, 1303-1304, 1305-1306, 1307-1308, 1309-1310, 1311-1312, 1313-1314, 1315-1316, 1317-1318, 1319-1320, 1321-1322, 1323-1324, 1325-1326, 1327-1328, 1329-1330, 1331-1332, 1333-1334, 1335-1336, 1337-1338, 1339-1340, 1341-1342, 1343-1344, 1345-1346, 1347-1348, 1349-1350, 1351-1352, 1353-1354, 1355-1356, 1357-1358, 1359-1360, 1361-1362, 1363-1364, 1365-1366, 1367-1368, 1369-1370, 1371-1372, 1373-1374, 1375-1376, 1377-1378, 1379-1380, 1381-1382, 1383-1384, 1385-1386, 1387-1388, 1389-1390, 1391-1392, 1393-1394, 1395-1396, 1397-1398, 1399-1400, 1401-1402, 1403-1404, 1405-1406, 1407-1408, 1409-1410, 1411-1412, 1413-1414, 1415-1416, 1417-1418, 1419-1420, 1421-1422, 1423-1424, 1425-1426, 1427-1428, 1429-1430, 1431-1432, 1433-1434, 1435-1436, 1437-1438, 1439-1440, 1441-1442, 1443-1444, 1445-1446, 1447-1448, 1449-1450, 1451-1452, 1453-1454, 1455-1456, 1457-1458, 1459-1460, 1461-1462, 1463-1464, 1465-1466, 1467-1468, 1469-1470, 1471-1472, 1473-1474, 1475-1476, 1477-1478, 1479-1480, 1481-1482, 1483-1484, 1485-1486, 1487-1488, 1489-1490, 1491-1492, 1493-1494, 1495-1496, 1497-1498, 1499-1500, 1501-1502, 1503-1504, 1505-1506, 1507-1508, 1509-1510, 1511-1512, 1513-1514, 1515-1516, 1517-1518, 1519-1520, 1521-1522, 1523-1524, 1525-1526, 1527-1528, 1529-1530, 1531-1532, 1533-1534, 1535-1536, 1537-1538, 1539-1540, 1541-1542, 1543-1544, 1545-1546, 1547-1548, 1549-1550, 1551-1552, 1553-1554, 1555-1556, 1557-1558, 1559-1560, 1561-1562, 1563-1564, 1565-1566, 1567-1568, 1569-1570, 1571-1572, 1573-1574, 1575-1576, 1577-1578, 1579-1580, 1581-1582, 1583-1584, 1585-1586, 1587-1588, 1589-1590, 1591-1592, 1593-1594, 1595-1596, 1597-1598, 1599-1600, 1601-1602, 1603-1604, 1605-1606, 1607-1608, 1609-1610, 1611-1612, 1613-1614, 1615-1616, 1617-1618, 1619-1620, 1621-1622, 1623-1624, 1625-1626, 1627-1628, 1629-1630, 1631-1632, 1633-1634, 1635-1636, 1637-1638, 1639-1640, 1641-1642, 1643-1644, 1645-1646, 1647-1648, 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1685, 1686, 1687, 1688, 1689, 1690, 1691, 1692, 1693, 1694, 1695, 1696, 1697, 1698, 1699, 1700, 1701, 1702, 1703, 1704, 1705, 1706, 1707, 1708, 1709, 1710, 1711, 1712, 1713, 1714, 1715, 1716, 1717, 1718, 1719, 1720, 1721, 1722, 1723, 1724, 1725, 1726, 1727, 1728, 1729, 1730, 1731, 1732, 1733, 1734, 1735, 1736, 1737, 1738, 1739, 1740, 1741, 1742, 1743, 1744, 1745, 1746, 1747, 1748, 1749, 1750, 1751, 1752, 1753, 1754, 1755, 1756, 1757, 1758, 1759, 1760, 1761, 1762, 1763, 1764, 1765, 1766, 1767, 1768, 1769, 1770, 1771, 1772, 1773, 1774, 1775, 1776, 1777, 1778, 1779, 1780, 1781, 1782, 1783, 1784, 1785, 1786, 1787, 1788, 1789, 1790, 1791, 1792, 1793, 1794, 1795, 1796, 1797, 1798, 1799, 1800, 1801, 1802, 1803, 1804, 1805, 1806, 1807, 1808, 1809, 1810, 1811, 1812, 1813, 1814, 1815, 1816, 1817, 1818, 1819, 1820, 1821, 1822, 1823, 1824, 1825, 1826, 1827, 1828, 1829, 1830, 1831, 1832, 1833, 1834, 1835, 1836, 1837, 1838, 1839, 1840, 1841, 1842, 1843, 1844, 1845, 1846, 1847, 1848, 1849, 1850, 1851, 1852, 1853, 1854, 1855, 1856, 1857, 1858, 1859, 1860, 1861, 1862, 1863, 1864, 1865, 1866, 1867, 1868, 1869, 1870, 1871, 1872, 1873, 1874, 1875, 1876, 1877, 1878, 1879, 1880, 1881, 1882, 1883, 1884, 1885, 1886, 1887, 1888, 1889, 1890, 1891, 1892, 1893, 1894, 1895, 1896, 1897, 1898, 1899, 1900, 1901, 1902, 1903, 1904, 1905, 1906, 1907, 1908, 1909, 1910, 1911, 1912, 1913, 1914, 1915, 1916, 1917, 1918, 1919, 1920, 1921, 1922, 1923, 1924, 1925, 1926, 1927, 1928, 1929, 1930, 1931, 1932, 1933, 1934, 1935, 1936, 1937, 1938, 1939, 1940, 1941, 1942, 1943, 1944, 1945, 1946, 1947, 1948, 1949, 1950, 1951, 1952, 1953, 1954, 1955, 1956, 1957, 1958, 1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1970, 1971, 1972, 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210,

LOTHIAN REGIONAL COUNCIL DEPARTMENT OF EDUCATION TEACHING APPOINTMENTS

Applications are invited from registered teachers for the following posts:

NURSERY HEAD TEACHER

Reference B Lochrin Nursery School

TEACHER

Reference C Colinton Nursery School, Pentlands (A recognised nursery qualification or nursery experience is desirable but not essential).
Reference B South Queensferry Primary School (This is a new single and nursery class. A recognised nursery qualification is essential).

PRIMARY HEAD TEACHER

Reference D New Edinburgh West Primary School (The new school will be outthrust, initially in the premises of Carmichael R.C. Primary School until completion of building in 1991).

SECONDARY PRINCIPAL TEACHER

Reference B Colinton High School, Geography

ASSISTANT PRINCIPAL TEACHER

Reference D Craigmounth High School, History

TEACHER

Reference D Bathgate Academy, Biology/General Science
Reference B Craigrobert High School, Physics
Reference B Craigrobert High School, Technical Education
Reference D Craigmounth High School, History

TEACHER

Reference D Bathgate Academy, Biology/General Science
Reference B Craigrobert High School, Physics
Reference B Craigrobert High School, Technical Education
Reference D Craigmounth High School, History

TEACHER

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STRATHCLYDE REGIONAL COUNCIL

GLASGOW Sub-Region
EDUCATION DEPARTMENT

INSTRUCTOR

Blairvach Sailing and Outdoor Centre,
Rhu, Helensburgh

Salary Scale—AP1/III—£4,302-£5,280

Applicants must have R.A. qualifications in sailing and be capable of running sailing courses. Experience in other outdoor pursuits particularly canoeing and hillwalking is desirable, as is a qualification in either teaching or Youth Work.

Application forms may be obtained from The Assistant Director of Manpower Services, 21 Gordon Street, Glasgow, G1 3PB, or from completed forms, quoting Ref. G328, should be returned by 8th February, 1980.

R. M. O. MacCallum,
Director of Manpower Services.

STRATHCLYDE REGIONAL COUNCIL

GLASGOW Sub-Region
EDUCATION DEPARTMENT

HEAD TEACHER

Cool Ruch Residential School, Colinton, Argyle

Responsibility Payment £1,958

Applicants are invited from registered teachers, who are suitably qualified for the above post. Cool Ruch is situated in Colinton, Argyle and forms part of the special school establishment of the Glasgow Division. It serves all of the special schools in Glasgow and takes pupils in groups of thirty nine to thirty one pupils ranging from one month to one month. It would be desirable for applicants to be experienced in residential and special education and to have had experience in a post of responsibility, as well as being in possession of the special education qualifications.

Main holiday periods are available within the grounds of the school.

In addition the school may be closed over a weekend to facilitate the changeover of pupils from one intake to the next.

Forms of application may be obtained from the Divisional Education Officer, 22 Bath Street, Glasgow (telephone number 01 224 2600 Ext. 2604), to whom they should be returned completed no later than 8th February, 1980.

As this is a re-appointment it is not necessary for previous applicants to re-apply.

EDWARD MILLER,
Director of Education.

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EDWARD MILLER,
Director of Education.

FIFE REGIONAL COUNCIL

Education Department

AREA SENIOR PSYCHOLOGIST

Applications are invited for this post, in the North Fife sector of Fife, which carries the administrative and advisory responsibilities of leading a team of educational psychologists, remedial teachers and social work spread over three clinical bases. In addition to some child guidance work, the postholder will be responsible for a "normal" aspects of child guidance work.

The minimum requirements for the post are an Honorary degree in psychology or its equivalent, teacher training and experience and five years' experience as an educational psychologist (although exceptional applicants at more than three years' experience may be considered). The person appointed will be based in Cupar for administrative purposes. The present incumbent is on an "essential user" scale and Fife presently operates a loan scheme.

For further details and application forms, please apply to the Principal Psychologist, 1st Floor, Swan Road, Kirkcaldy (0592 82283).

Informal enquiries may be made to the Principal Psychologist, 1st Floor, Swan Road, Kirkcaldy (0592 82283).

Returned no later than 8th February, 1980. Ref. No. H10.

JAMES M. DUNLOP,
CHIEF EXECUTIVE OFFICER

STRATHCLYDE REGIONAL COUNCIL

GLASGOW Sub-Region
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Main holiday periods are available within the grounds of the school.

SCOTTISH APPOINTMENTS

Applicants for posts in state

or grant-aided primary or

secondary schools must

satisfy the registration

requirements of the General

Teaching Council for Scot-

land, 5 Royal Terrace,

Edinburgh.

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Edinburgh.

Applicants for posts in state

or grant-aided primary or

Colleges of Higher Education

Other Appointments

DEVON

COLLEGE OF EDUCATION
Applications are invited for the post of Lecturer in Economics in the Department of Economics, College of Education, Exeter, Devon. The post is full-time, permanent, and involves teaching and supervision of students. The successful candidate will be required to teach and supervise students in the Department of Economics. The post is open to applications from qualified teachers with a degree in Economics. The closing date for applications is 15th February 1980.

LINCOLNSHIRE
BRISTOL COLLEGE
Applications are invited for the post of Lecturer in Economics in the Department of Economics, Bristol College, Bristol. The post is full-time, permanent, and involves teaching and supervision of students. The successful candidate will be required to teach and supervise students in the Department of Economics. The post is open to applications from qualified teachers with a degree in Economics. The closing date for applications is 15th February 1980.

Adult Education

BERKSHIRE
BRACKNELL COLLEGE
Applications are invited for the post of Lecturer in Economics in the Department of Economics, Bracknell College, Bracknell. The post is full-time, permanent, and involves teaching and supervision of students. The successful candidate will be required to teach and supervise students in the Department of Economics. The post is open to applications from qualified teachers with a degree in Economics. The closing date for applications is 15th February 1980.

ESSEX
CITY COLLEGE
Applications are invited for the post of Lecturer in Economics in the Department of Economics, City College, Essex. The post is full-time, permanent, and involves teaching and supervision of students. The successful candidate will be required to teach and supervise students in the Department of Economics. The post is open to applications from qualified teachers with a degree in Economics. The closing date for applications is 15th February 1980.

KENT
CANTERBURY COLLEGE
Applications are invited for the post of Lecturer in Economics in the Department of Economics, Canterbury College, Canterbury. The post is full-time, permanent, and involves teaching and supervision of students. The successful candidate will be required to teach and supervise students in the Department of Economics. The post is open to applications from qualified teachers with a degree in Economics. The closing date for applications is 15th February 1980.

LONDON

INNER LONDON EDUCATION AUTHORITY
Applications are invited for the post of Lecturer in Economics in the Department of Economics, Inner London Education Authority. The post is full-time, permanent, and involves teaching and supervision of students. The successful candidate will be required to teach and supervise students in the Department of Economics. The post is open to applications from qualified teachers with a degree in Economics. The closing date for applications is 15th February 1980.

LONDON
INNER LONDON EDUCATION AUTHORITY
Applications are invited for the post of Lecturer in Economics in the Department of Economics, Inner London Education Authority. The post is full-time, permanent, and involves teaching and supervision of students. The successful candidate will be required to teach and supervise students in the Department of Economics. The post is open to applications from qualified teachers with a degree in Economics. The closing date for applications is 15th February 1980.

Adult Education

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KIRKLEES

KIRKLEES EDUCATION AUTHORITY
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LONDON
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Adult Education

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Youth and Community Service

CHESHIRE
CHESHIRE EDUCATION AUTHORITY
Applications are invited for the post of Lecturer in Economics in the Department of Economics, Cheshire Education Authority. The post is full-time, permanent, and involves teaching and supervision of students. The successful candidate will be required to teach and supervise students in the Department of Economics. The post is open to applications from qualified teachers with a degree in Economics. The closing date for applications is 15th February 1980.

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NATIONAL CHILDREN'S HOME

DEVON
RYALLS COURT
Applications are invited for the post of Lecturer in Economics in the Department of Economics, Ryalls Court, Devon. The post is full-time, permanent, and involves teaching and supervision of students. The successful candidate will be required to teach and supervise students in the Department of Economics. The post is open to applications from qualified teachers with a degree in Economics. The closing date for applications is 15th February 1980.

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MALAWI

POLYTECHNIC
Applications are invited for the post of Lecturer in Economics in the Department of Economics, Malawi Polytechnic. The post is full-time, permanent, and involves teaching and supervision of students. The successful candidate will be required to teach and supervise students in the Department of Economics. The post is open to applications from qualified teachers with a degree in Economics. The closing date for applications is 15th February 1980.

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GLoucestershire

GLoucestershire EDUCATION AUTHORITY
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LIVERPOOL

LIVERPOOL EDUCATION AUTHORITY
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SUNDERLAND

SUNDERLAND EDUCATION AUTHORITY
Applications are invited for the post of Lecturer in Economics in the Department of Economics, Sunderland Education Authority. The post is full-time, permanent, and involves teaching and supervision of students. The successful candidate will be required to teach and supervise students in the Department of Economics. The post is open to applications from qualified teachers with a degree in Economics. The closing date for applications is 15th February 1980.

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BRITISH METHODIST CHURCH

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Applications are invited for the post of Lecturer in Economics in the Department of Economics, British Methodist Church. The post is full-time, permanent, and involves teaching and supervision of students. The successful candidate will be required to teach and supervise students in the Department of Economics. The post is open to applications from qualified teachers with a degree in Economics. The closing date for applications is 15th February 1980.

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A KEY POST IN METHODISM

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Applications are invited for the post of Lecturer in Economics in the Department of Economics, A Key Post in Methodism. The post is full-time, permanent, and involves teaching and supervision of students. The successful candidate will be required to teach and supervise students in the Department of Economics. The post is open to applications from qualified teachers with a degree in Economics. The closing date for applications is 15th February 1980.

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A UNIQUE OPPORTUNITY IN RESIDENTIAL SERVICES FOR THE DEAF

The Poolmoor Project, near Bath, will provide a complex of purpose-built facilities for deaf and deaf-blind people. The RND require a

PRINCIPAL

to administer the complex and to direct its residential and rehabilitative services. Between Autumn, 1980, and mid-1982 the following facilities will come into use:-
A 40-place home for deaf adults of all ages, incorporating an eight-place habilitation unit for deaf/blind young people.
A block of sheltered flats for mixed deaf and hearing people.
An occupational centre.
A community centre.
A separate habilitation unit for deaf/blind young people is currently being considered for construction at a later date.
Applicants for this major development will be well qualified in a profession appropriate to the nature of the post. Experience in residential care, social work administration or in the needs of handicapped groups will be an advantage.
Salary for the post will be negotiable within nationally agreed scales. Accommodation can be provided initially and assistance given towards house purchase and removal and disturbance costs.
For further details contact: Rodney Clark, Project Administrator, on 01-387 8033. An application form and job description are available from the RND Project, 105 Lower Street, London WC1E 6AR. Closing date: 15th February, 1980.

THE ROYAL NATIONAL INSTITUTE FOR THE DEAF

GROUP WORKER:

Qualified £4,923 to £6,447
Unqualified £4,302 to £4,778

The job involves:-
(i) Assisting the Manager in developing the concept of the Centre.
(ii) Intensive group work with young people.
(iii) Observation, interpretation and recording of group and individual behaviour.
Applicants should be:-
(i) Skilled group workers.
(ii) Flexible in considering new techniques of work.
(iii) Capable of a systematic approach in pursuing agreed programmes.
For informal discussion and further information, contact Mr. D. Groom or Mr. P. Rowley on 021-525 5599. Applicants should be car drivers. Financial assistance towards removal and legal expenses. Temporary accommodation during settling in period for qualified staff.
Requests (quoting Ref. No. 127) for application forms should be made to the Personnel Officer, Trent Hall, West Bromwich, B70 8PX. (021-588 2434) 9-5-hour answering service. Closing date: 6th February, 1980.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7GZ

Assistant Principal

(Education)
£6,447-£7,125 p.a. (currently under review)
Ref. CAO/36/145

This is a key vacancy at Risley Hall, near Derby. A Community Home with Education which accommodates 60 boys between the ages of 13 and 18, and is one of the three original purpose-built CH(E) developed by the DHSS Community Homes Development Project. The original holder has been appointed as one of Her Majesty's Inspectors.
Risley Hall has five House Units focusing on a unified Child Care approach. Boys are placed into different houses according to their needs and their educational programme is carefully coupled with the treatment programme.
The Assistant Principal will take charge of the Education Centre, consisting of seven Classrooms, a Library, Art and Design Room, and three specialist Workshops. There are eight teachers in post, and the areas of education are centred upon compensatory and remedial work—general education and examination studies and careers and work preparation. In addition to his/her duties in Education, the Assistant Principal will take a full part in the management team, and have responsibility for the running of the establishment at times when the Principal is absent.
Housing or accommodation may be available if required. Good facilities exist in the neighbourhood, with Nottingham and Derby easily accessible in each direction. Ready access to the M1 is near (exit 25). Generous assistance will be given with the expenses incurred in moving house in accordance with the Authority's scheme.
For further information/initial discussion contact Mr. W. Huntley, The Principal, at Nottingham (0602) 396019.
Application forms and job descriptions are available from Mr. W. Huntley, The Principal, Risley Hall, Derby DE7 3SS. Closing date 8 February, 1980.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7GZ

British Aerospace has openings for additional Instructors on its staff at the King Faisal Air Academy at Riyadh in Saudi Arabia, where we are helping to train Royal Saudi Air Force personnel in the disciplines of a well-equipped, modern air force.

There are immediate opportunities to earn a high tax-free salary, with assured annual increases, as an Air Academy Instructor...

...working in Saudi Arabia with BRITISH AEROSPACE

We have current needs for the following specialist Instructors:
Electronics Instructor
With BSc in Electronics or Electrical Engineering, backed by three years' teaching experience.
Aero Engine Instructor
With either BSc in Mechanical/Aeronautical Engineering, plus at least one year's teaching experience, or HNC/HND in Aeronautical Engineering, backed by a minimum of three years' teaching experience.
In addition to the high tax-free salary, successful candidates will receive free accommodation, messing, medical care and other benefits, including generous travel-paid home leave.
Please apply in writing giving brief details of experience or telephone Preston 634317.

The Personnel Officer, Saudi Arabia Support Dept. 100/TE6
PREPOST, British Aerospace Aircraft Group,
Warton Division,
Warton Aerodrome, Preston,
Lancs. PR41LA.

Appointments Overseas

EGYPT
The Ministry of Education, Cairo, is seeking qualified teachers for the following posts:
1. English Teacher (Primary School) - 1 post
2. English Teacher (Secondary School) - 1 post
3. English Teacher (University) - 1 post
4. English Teacher (Adult Education) - 1 post
5. English Teacher (Vocational Training) - 1 post
6. English Teacher (Technical Education) - 1 post
7. English Teacher (Higher Education) - 1 post
8. English Teacher (Research) - 1 post
9. English Teacher (Administration) - 1 post
10. English Teacher (Public Relations) - 1 post
11. English Teacher (Cultural Affairs) - 1 post
12. English Teacher (Sports) - 1 post
13. English Teacher (Arts) - 1 post
14. English Teacher (Music) - 1 post
15. English Teacher (Drama) - 1 post
16. English Teacher (Film) - 1 post
17. English Teacher (Television) - 1 post
18. English Teacher (Radio) - 1 post
19. English Teacher (Press) - 1 post
20. English Teacher (Public Administration) - 1 post
21. English Teacher (Social Work) - 1 post
22. English Teacher (

JANUARY

25. 2000-2001, 2002-2003, 2004-2005, 2006-2007, 2008-2009, 2010-2011, 2012-2013, 2014-2015, 2016-2017, 2018-2019, 2020-2021, 2022-2023, 2024-2025, 2026-2027, 2028-2029, 2030-2031, 2032-2033, 2034-2035, 2036-2037, 2038-2039, 2040-2041, 2042-2043, 2044-2045, 2046-2047, 2048-2049, 2050-2051, 2052-2053, 2054-2055, 2056-2057, 2058-2059, 2060-2061, 2062-2063, 2064-2065, 2066-2067, 2068-2069, 2070-2071, 2072-2073, 2074-2075, 2076-2077, 2078-2079, 2080-2081, 2082-2083, 2084-2085, 2086-2087, 2088-2089, 2090-2091, 2092-2093, 2094-2095, 2096-2097, 2098-2099, 2100-2101, 2102-2103, 2104-2105, 2106-2107, 2108-2109, 2110-2111, 2112-2113, 2114-2115, 2116-2117, 2118-2119, 2120-2121, 2122-2123, 2124-2125, 2126-2127, 2128-2129, 2130-2131, 2132-2133, 2134-2135, 2136-2137, 2138-2139, 2140-2141, 2142-2143, 2144-2145, 2146-2147, 2148-2149, 2150-2151, 2152-2153, 2154-2155, 2156-2157, 2158-2159, 2160-2161, 2162-2163, 2164-2165, 2166-2167, 2168-2169, 2170-2171, 2172-2173, 2174-2175, 2176-2177, 2178-2179, 2180-2181, 2182-2183, 2184-2185, 2186-2187, 2188-2189, 2190-2191, 2192-2193, 2194-2195, 2196-2197, 2198-2199, 2200-2201, 2202-2203, 2204-2205, 2206-2207, 2208-2209, 2210-2211, 2212-2213, 2214-2215, 2216-2217, 2218-2219, 2220-2221, 2222-2223, 2224-2225, 2226-2227, 2228-2229, 2230-2231, 2232-2233, 2234-2235, 2236-2237, 2238-2239, 2240-2241, 2242-2243, 2244-2245, 2246-2247, 2248-2249, 2250-2251, 2252-2253, 2254-2255, 2256-2257, 2258-2259, 2260-2261, 2262-2263, 2264-2265, 2266-2267, 2268-2269, 2270-2271, 2272-2273, 2274-2275, 2276-2277, 2278-2279, 2280-2281, 2282-2283, 2284-2285, 2286-2287, 2288-2289, 2290-2291, 2292-2293, 2294-2295, 2296-2297, 2298-2299, 2300-2301, 2302-2303, 2304-2305, 2306-2307, 2308-2309, 2310-2311, 2312-2313, 2314-2315, 2316-2317, 2318-2319, 2320-2321, 2322-2323, 2324-2325, 2326-2327, 2328-2329, 2330-2331, 2332-2333, 2334-2335, 2336-2337, 2338-2339, 2340-2341, 2342-2343, 2344-2345, 2346-2347, 2348-2349, 2350-2351, 2352-2353, 2354-2355, 2356-2357, 2358-2359, 2360-2361, 2362-2363, 2364-2365, 2366-2367, 2368-2369, 2370-2371, 2372-2373, 2374-2375, 2376-2377, 2378-2379, 2380-2381, 2382-2383, 2384-2385, 2386-2387, 2388-2389, 2390-2391, 2392-2393, 2394-2395, 2396-2397, 2398-2399, 2400-2401, 2402-2403, 2404-2405, 2406-2407, 2408-2409, 2410-2411, 2412-2413, 2414-2415, 2416-2417, 2418-2419, 2420-2421, 2422-2423, 2424-2425, 2426-2427, 2428-2429, 2430-2431, 2432-2433, 2434-2435, 2436-2437, 2438-2439, 2440-2441, 2442-2443, 2444-2445, 2446-2447, 2448-2449, 2450-2451, 2452-2453, 2454-2455, 2456-2457, 2458-2459, 2460-2461, 2462-2463, 2464-2465, 2466-2467, 2468-2469, 2470-2471, 2472-2473, 2474-2475, 2476-2477, 2478-2479, 2480-2481, 2482-2483, 2484-2485, 2486-2487, 2488-2489, 2490-2491, 2492-2493, 2494-2495, 2496-2497, 2498-2499, 2500-2501, 2502-2503, 2504-2505, 2506-2507, 2508-2509, 2510-2511, 2512-2513, 2514-2515, 2516-2517, 2518-2519, 2520-2521, 2522-2523, 2524-2525, 2526-2527, 2528-2529, 2530-2531, 2532-2533, 2534-2535, 2536-2537, 2538-2539, 2540-2541, 2542-2543, 2544-2545, 2546-2547, 2548-2549, 2550-2551, 2552-2553, 2554-2555, 2556-2557, 2558-2559, 2560-2561, 2562-2563, 2564-2565, 2566-2567, 2568-2569, 2570-2571, 2572-2573, 2574-2575, 2576-2577, 2578-2579, 2580-2581, 2582-2583, 2584-2585, 2586-2587, 2588-2589, 2590-2591, 2592-2593, 2594-2595, 2596-2597, 2598-2599, 2600-2601, 2602-2603, 2604-2605, 2606-2607, 2608-2609, 2610-2611, 2612-2613, 2614-2615, 2616-2617, 2618-2619, 2620-2621, 2622-2623, 2624-2625, 2626-2627, 2628-2629, 2630-2631, 2632-2633, 2634-2635, 2636-2637, 2638-2639, 2640-2641, 2642-2643, 2644-2645, 2646-2647, 2648-2649, 2650-2651, 2652-2653, 2654-2655, 2656-2657, 2658-2659, 2660-2661, 2662-2663, 2664-2665, 2666-2667, 2668-2669, 2670-2671, 2672-2673, 2674-2675, 2676-2677, 2678-2679, 2680-2681, 2682-2683, 2684-2685, 2686-2687, 2688-2689, 2690-2691, 2692-2693, 2694-2695, 2696-2697, 2698-2699, 2700-2701, 2702-2703, 2704-2705, 2706-2707, 2708-2709, 2710-2711, 2712-2713, 2714-2715, 2716-2717, 2718-2719, 2720-2721, 2722-2723, 2724-2725, 2726-2727, 2728-2729, 2730-2731, 2732-2733, 2734-2735, 2736-2737, 2738-2739, 2740-2741, 2742-2743

Further details will be supplied on request. There is no formal application form but candidates should submit a formal c.v. and copies of two recent testimonials to: The Director, World-Wide Education Service, Murray House, Vandon Street, Buckingham Gate, London SW1H 0AJ. Tel: 01-222 7181.

THE BRITISH COUNCIL

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and application form to The British Council (Appointments), 85 Davies Street, London W1Y 2AA.

Applications, giving detailed curriculum vitae, enclosing recent photograph, and naming two Referees (of whom one must be the applicant's present or former Head Teacher), should be received by the Headmaster, The English School, Nicosia, Cyprus, not later than Tuesday, 12th February.

Interviews in London early March; appointments confirmed third week March.

SCEA

Applications are invited for appointment to this post in a major Education Authority, which becomes vacant on 1 March 1980. Generous removal and disturbance allowances are payable in approved cases. Further details and application forms from the County Personnel Officer, County Hall, Chelmsford : 02461 6114. Telephone Chelmsford (02461) 67222 ext: 2074. Closing date 15 February 1980.

Hastings

BOROUGH COUNCIL

